



Charter Proposal



Phoenix Community Development Foundation, Inc.

For Natchez-Adams District 130, Natchez, Mississippi

Phoenix Community Development Foundation,
PO Box 520, Fayette, MS 39069

March 21, 2014



March 21, 2014

To the Mississippi Charter School Authorizer Board:

Pursuant to the Mississippi Charter Schools Act, the Board of Directors of the Phoenix Community Development Foundation, Inc., a Mississippi not-for-profit corporation, respectfully submits this proposal for an early college charter high school for review. It is our requests to be approved for a Charter agreement to establish a charter school serving Natchez-Adams District 130, in accordance with the following proposal.

The applicant for this Charter is Phoenix Community Development Foundation, Inc. and the proposed Charter holder for Phoenix Early College Charter School.

Phoenix Community Development Foundation, Inc.
PO Box 520
Fayette, MS 39060

APPLICANT CHECKLIST

The applicant will use the first column of boxes to check off the sections completed. MCSAB will use the second column of boxes for its completeness check.

Application Component		Applicant Check	Reviewer Check
Cover Letter		X	
Checklist		X	
Assurances		X	
Proposal Narrative		X	
Table of Contents		X	
Executive Summary		X	
Section I. Culture		X	
Section II. Leadership		X	
Section III. School Structure and Operations		X	
Section IV. Education Program		X	
Section V. Instructional Staff		X	
Section VI. Governance		X	

Section VII. Waivers (if applicable)		X	
Section VIII. Conversion Charter Schools (if applicable)		X	
Section IX. Education Service Provider- Relationship (if applicable)		X	
Section X. Applicants Currently Operating One or More Schools...		X	
All Attachments (see Application Toolkit for a complete list of attachments)		X	



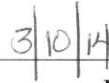
Assurances

1. The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
2. The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.
3. The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.
4. The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.
5. The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.
6. The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
7. The applicant will not charge tuition.
8. The applicant will provide a transportation plan for students attending the proposed charter school.
9. The applicant will abide by all civil rights and health and safety requirements applicable to noncharter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.
10. The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to noncharter public schools in the state.
11. The applicant agrees to abide by the following state statutes:
 - a. Mississippi Code § 25-41-1 et seq;
 - b. Mississippi Code § 25-61-1 et seq;
 - c. Mississippi Code § 37-3-51;
 - d. Mississippi Code § 37-3-53;
 - e. Mississippi Code § 37-11-18;
 - f. Mississippi Code § 37-11-18.1;
 - g. Mississippi Code § 37-11-19;
 - h. Mississippi Code § 37-11-20;
 - i. Mississippi Code § 37-11-21;
 - j. Mississippi Code § 37-11-23;
 - k. Mississippi Code § 37-11-29 and 37-11-31;
 - l. Mississippi Code § 37-11-67;
 - m. Mississippi Code § 37-13-3;
 - n. Mississippi Code § 37-13-5 and 37-13-6;
 - o. Mississippi Code § 37-13-63(1);
 - p. Mississippi Code § 37-13-91;
 - q. Mississippi Code § 37-13-171(2) and (4);
 - r. Mississippi Code § 37-13-173;

- s. Mississippi Code § 37-13-193;
 - t. Mississippi Code § 37-15-1 and 37-15-3;
 - u. Mississippi Code § 37-15-6;
 - v. Mississippi Code § 37-15-9;
 - w. Mississippi Code § 37-15-11;
 - x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
 - y. Mississippi Code § 37-18-1.
12. The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.
 13. The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.
 14. The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
 - a. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
 - b. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
 - c. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.
 15. The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.
 16. The applicant agrees to adhere to generally accepted accounting principles.
 17. The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.
 18. The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.





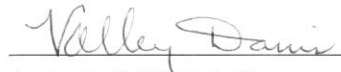
Authorized Official's Signature

Date

Walter Huston, President, Phoenix Community Development Foundation

Authorized Official's Typed Name

Date





Authorized Official's Signature

Date

Volley Davis, Vice-President, Phoenix Community Development Foundation

Authorized Official's Typed Name

Date

The authorized official signatures lines may be duplicated as needed.

Proposal Narrative

Welcome to Phoenix Early College Charter School

As she advances through the corridors of his great institution of learning, she recognizes that she is prepared and capable of excellence. She has been prepared for this day to take success by the throat and choke out of it all that life has to offer her. She is a Phoenix Early College Charter School student and she is ready for any test, able to conquer social problems, prepared to cure cancer, equipped to lead this great country if called upon. Whichever field she chooses to grace with her knowledge and presence, she will be a difference maker because she has been groomed to do so. Failure is a distant memory, a forgotten nightmare, and though it will still peak its unwelcomed head in her presence, she will step on top of it to get to her next triumph. She is a Phoenix Early College Charter School student and she is ready to take life to the next level and then jump, expecting the clouds of success to take her further.

Imagine an educational institute where 13-18 year old students think in these kinds of poetic terms about their opportunities for greatness. A place where history does not control destiny and each family is engulfed in the knowledge that their child is embarking upon a great journey that may lead them to riches, world peace, and/or international recognition. Welcome to the Phoenix Early College Charter School, a place where dreams become reality, teachers thirst to students excited about learning, parents crave to see children responsible and excited about life and school, and students wake every morning longing to learn more, serve more, and achieve more.

And, with the help of the exceptional program and dedicated staff of Phoenix Early College Charter School, May 2019 will find that PECCS student walking across the stage at to accept her or his high school diploma. Along with that diploma, she or he will have a college transcript for transfer to a four-year college to complete his Bachelor's degree, a Technical Certificate for access to a well-paid professional career, or an Associate's Degree to demonstrate his or her successful completion of a two-year college degree program. No matter what anyone said before, she **IS** college material and there is **NO ONE** that can stop her!

This Mississippi Charter School proposal, utilizing an Early College High School model, is presented by Phoenix Community Development Foundation, Inc., a Mississippi not-for-profit organization, recognized as tax exempt (501c3) by the Internal Revenue System. It is the result of years of research and work and the combined efforts of a dedicated group of individuals whose intents and goals are to create opportunities for a better life for the citizens – especially the children – of the Natchez, Mississippi area.

Phoenix Community Development Foundation, Inc.
PO Box 520
Fayette, MS 39060

Early College Charter School Proposal

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EXECUTIVE SUMMARY

Essential Information

Name of Proposed School	Phoenix Early College Charter School
Conversion or New Start	New Start
Grade Configuration	Grades 9 – 12
Model or Focus (e.g., Arts, College Prep, etc.)	Early College High School
Proposed School District	Natchez-Adams District 130
Primary Contact Person (name, email)	Volley Davis davis.volley@yahoo.com

Enrollment Projections:

GRADE	2015	2016	2017	2018	2019
9	75	75	75	75	75
10		75	75	75	75
11			75	75	75
12				75	57
Total # students	75	150	225	300	300

	Free Lunch ONLY %	Students with Disabilities but not Free Lunch %	Total % Free Lunch and/or Students with Disabilities
District data	79.47%	2.16%	91.63%
Minimum Required % to Satisfy 80% rule	63.58%	1.72	73.30%
Projected Demographics	75%	2%	85%

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Jerolyn Banks	Licensed Clinical Social Worker/ Health Systems of Mississippi	Member	Assessment, treatment and referral counseling services to children, teens and adults, and their families

Iretha Beyah	Administrative Assistant for Phoenix Project Community Development Foundation AOP program	Member	Business Administration
Volley Davis	Consultant with Southwest Mississippi Educational Consultants	Vice President	Special Education
Walter Huston	Consultant / Consulting Firm Owner Phoenix Development Corporation	President	Grant Writing and Development
Claudine Starks Middleton	Retired MS school teacher / administrator;	Member	Education, teaching/ administration/ staff development

Phoenix Early College Charter School Budget Summary

	2014	2015	2016	2017	2018	2019
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	0	75	145	210	280	280
Per Pupil Revenue	0	398,100	769,660	1,115,945	1,486,240	1,486,240
Federal Revenue	0	37,125	71,775	106,425	138,600	138,600
Grant Funds	100,000	100,000	100,000	-	-	-
Other Sources	0	94,500	185,850	264,600	352,800	352,800
Total Revenue	\$ 100,000	\$ 629,725	\$ 1,127,285	\$ 1,486,970	\$ 1,977,640	\$ 1,977,640
Salary & Wages	45,000	231,305	418,625	479,639	511,792	524,507
Benefits & Employer Taxes	7,178	43,117	75,936	90,820	99,273	103,728
Materials & Supplies	2,900	47,200	76,100	64,000	90,200	92,004
Services & Other Operating Expenses	17,000	241,463	399,129	682,574	974,266	989,805
Facility Expenses	16,800	46,100	69,200	64,600	169,800	170,996
Other Expenses	0	-	-	-	-	-
Total Expenses	\$ 88,878	\$ 609,185	\$ 1,038,990	\$ 1,381,633	\$ 1,845,331	\$ 1,881,040
Net Operating Income	\$ 11,122	\$ 20,540	\$ 88,295	\$ 105,337	\$ 132,309	\$ 96,600
Beginning Fund Balance	\$ -	\$ 11,112	\$ 31,652	\$ 119,947	\$ 225,284	\$ 357,593
Ending Fund Balance	\$ 11,112	\$ 31,652	\$ 119,947	\$ 225,284	\$ 357,593	\$ 454,193

Executive Summary Narrative (4 page limit):

I. Culture

Mission and Vision: The **mission** of Phoenix Early College Charter School is to provide area students who are underrepresented in higher education a supportive and integrated opportunity to complete a high school education while accruing post-secondary credits simultaneously. The mission includes ensuring that every student achieves 21st century college, technology, and career skills while completing their high school requirements and up to an associate degree of transferable college credit.

Phoenix Early College Charter School will target students who are underrepresented in higher education: low-income students, racial and ethnic minorities, English Language Learners, and first generation college goers. PECCS will provide all students, regardless of ethnic, cultural, language or socioeconomic status, with a four-year college immersion education which will allow them to develop their talents, fulfill their potentials, and excel in their selected areas of academic and economic life.

The Design Team of PECCS **envision**s a school of substance that allows all students, even the disenfranchised, often under-motivated student, to discover meaningful learning through short and long term goal setting, a college environment, and a rigorous and relevant curriculum. The vision is to create an environment with the following characteristics:

- Teachers, parents, and students work together to develop young people who are success driven, goal oriented, confident, and team players
- Students who look at high school as an early phase in their educational pursuits and are anxiously anticipating being life-long learners.
- Leaders who work hard to accomplish goals because they recognize the benefits related to goal oriented living.
- Students who develop skills in writing, math, science and technology that will help them successfully compete in the 21st century global economy

The **vision** of PECCS includes ensuring that every student achieves 21st century college, technology, and career skills while completing their high school requirements and up to an associate degree of college credit.

Outreach: See **III. School Structure and Operation** below.

Need: Natchez-Adams District is categorized as a Low Performing District by the Mississippi Department of Education. The district has one high school: Natchez High School. The district's four year graduation rate for 2013 is 63.8 percent. This falls well below the Mississippi state graduation rate of 75.5%. The District drop-out rate is 25.7% compared to the state drop-out rate of 13.9%. In this District, 70.32% of graduates are estimated to have taken the ACT test, compared to the Mississippi state estimate of 83.84%. The District average ACT score is 16.9 compared to the Mississippi state ACT score of 18.5%. Regarding Academic Achievement, the Natchez District is Accredited and has a State Accountability Label of "F". Natchez High School faces a proposed State takeover as early as September 2014. Natchez-Adams District Superintendent Frederick Hill addressed the Board of Trustees at its meeting on February 13, 2014. In that address, Dr. Hill acknowledged support of the early college high school model as a concept needed for the district. (Natchez Democrat, February 14, 2014)

Culture: The Phoenix Early College Charter School Design Team recognizes that the success of students is dependent upon a school's ability to create a culture that fosters meaningful, sustained relationships between teachers, students, parents, and support staff. After visiting 15 different early college programs in four different states throughout the United States, the team was consumed by the success of students of all genders, race, and socio-economic backgrounds when engulfed in the supportive and caring hands of exceptional educators who bring their textbooks and their commitment to excellence to school with them every day. State after state, the Design Team watched students earning college credit and stepping up to the rigor of college courses because of an atmosphere of high expectations and the tools necessary to get the job done. PECCS will be very deliberate in duplicating the culture of high expectations, a relentless push towards excellence, and student support that the early college model provides.

II. Leadership:

A school leader has not yet been identified.

The Principal will be recruited for his or her expertise in motivating teachers and at-risk students to excel in and out of the classroom. Experience in both secondary and post-secondary education will be a plus. Commitment and adherence to the mission of the school is mandatory. A qualified candidate has just been identified.

A College Liaison / Guidance Counselor will be appointed from the partnering college staff by the college. The Phoenix Early College Charter School Guidance Counselor position is critical to ensuring the success of early college students by providing advising and assessment services designed to facilitate course enrollment in the general education core. Additionally, the position will be responsible for fostering the development of positive relationships between the college partner and PECCS and bridging the gap and keeping communication lines open. Another essential understanding for this position is working within the student database system (iSTEOP / PowerSchool) to facilitate effective advising for PECCS students. The PECCS Guidance Counselor will be the person who communicates between the parents and the partnering college faculty.

III. School Structure and Operation:

Recruitment of students began with the public announcement of the Phoenix Early College Charter School Letter of Intent. On February 12th, immediately following the Letter's acceptance, The Natchez Democrat published an article publicizing the PECCS proposal, as well as two other elementary school proposal Letters accepted for the Natchez district.

A one-hour talk-show radio forum (The Bottom Line) was held on February 18, 2014 on Natchez area station WTYJ 97.7 FM / WMIS 1240 AM. Presenting on this program were Phoenix Community Development Foundation president Volley Davis, Board member Iretha Beyah, and Charter Pros consultants Cordell Ingram and Paul Seibert (Via phone). A series of radio, television and print news conferences will be held to present this proposal to the general public. Radio and television advertising will draw the attention of the community. Any student or parent who responds to the contact information will be placed on an information distribution list. Applications for enrollment will be forwarded to each respondent.

Volley Davis and Iretha Beyah of Phoenix Community Development Foundation held an open air informational community forum at on Martin Luther King Street in Natchez on February 22, 2014. Mr. Davis and Mrs. Beyah held a second informational community forum at the Natchez Church of Christ on March 1, 2014. Mr. Davis and Mrs. Beyah hosted a third such forum at the Nelson Multipurpose Building on the Copiah-Lincoln Community College campus on March 5, 2014. Cordell Ingram of Charter Pros joined them for this presentation via satellite. Additional presentations will be made to local churches, civic groups, boys clubs and teen centers.

Informational presentations will be made to local churches, civic groups, boys and girls clubs and teen centers. Petition forms will be circulated at shopping centers. Advertising placards will be posted on city buses. Information and presentations regarding PECCS will be provided to those community groups and agencies that provide services to at-risk families and children. Presentations will be made to local middle schools through cooperation of Natchez District 130 school officials. Parents and community leaders will be part of the recruitment and presentation process. Petition forms will be circulated at shopping centers. Advertising placards will be posted on city buses.

A dedicated PECCS informational Facebook page has been launched and is available at <https://www.facebook.com/PhoenixECCS?fref=ts>.

A dedicated PECCS website, www.phoenixeccs.org, is under construction. PECCS will use its website and Facebook page for continuing and ongoing communication with parents and the community. Family events will be hosted at the school. Additionally, PowerSchool, the PECCS chosen student information system, will allow parents on-line access teachers, administrators, and school calendars.

The charter school will be located within the city of Natchez, expected on the campus of Alcorn State University. On March 7, 2014, Administrators at Alcorn State University verbally expressed their interest

in providing the facilities for Phoenix Early College Charter School. A meeting to examine available space is scheduled for the week of March 21, 2014.

Phoenix Early College Charter School plans to meet the transportation needs of its pupils, particularly the transportation needs of low-income and at-risk students, by taking advantage of existing units of public transportation available to secondary school students. Those units include Natchez Public Transit System (NTS) and public school bus services. Youth daily and/or monthly pass cards will be provided to eligible students in need of transportation funding. PECCS will contract to provide transportation to students outside the normal transit routes.

Parking for student operated automobile transit will be made available on the PECCS campus site. Families who provide their own transportation may be eligible for tax deductions through the Internal Revenue Service and / or reimbursement of expenses by the State of Mississippi. PECCS will facilitate families in their procurement of such deductions and/or reimbursement.

IV. Educational Program

Phoenix Early College Charter School will serve children in grade nine in its first year and will increase one grade level each year through grade twelve in its fourth year. Enrollment in the first year will not exceed 75 students in three 25-student cohorts. Each cohort will be a group of students sharing common factors such as same grade, similar learning characteristics and/or similar academic/career paths. The use of such cohorts will allow PECCS to best facilitate the most appropriate and effective educational practices for each individual student.

The scheduling format of PECCS will be a hybrid Block 4 schedule that will allow students to take four one-hour-and-thirty-minute courses and one fifty-five minute course each day. This format gives students the opportunity to focus on four courses at a time instead of the generalized approach of seven or eight courses in a traditional block systems. Courses will provide a full year of academic credit completed in a single semester. This intensive structure will provide students with the opportunity to complete 16 credits in their first two years, providing great flexibility when entering their college courses.

Phoenix Early College Charter School will implement Project Based Learning as a pillar of its curriculum. Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Assessment is very important for the success of good schools. It is so important that the proper assessment tools are used so that data can be evaluated and used for student improvement. PECCS will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to compare student's progress over time with the school's goals and the national norms. These assessments include: ACT Explorer and Plan Test; Subject Area Testing Program (SATP2); A+ Learning Link' iSTEAP Benchmark Testing; ACT Test

In addition, PECCS will utilize A+ Anywhere software to help student with mastery of concepts introduced in English, Math, Science, Social Studies, and Spanish. This program allows students to take short assessments daily, weekly, or bimonthly to monitor their progress in a subject or on a topic. The program is aligned to the state standards and the Common Core standards and gives instant data back to the teacher so that he or she can direct instruction based on overall class mastery and individual student mastery.

End Result: Upon completion of the PECCS program, all students will graduate with a high school diploma plus receive college credits for transfer to a four-year college to complete a Bachelors degree, Technical Certificates for immediate access to a well-paid professional career, or an Associates degree representing successful completion of a two-year college degree program.

PECCS will significantly increase post high school college participation and college credit acquisition; in some cases, certificate or degree completion for high school students, *prior to* graduation from high school.

PECCS will ensure regional employers with an established mechanism for realizing future human capital resource needs.

Phoenix Early College Charter School will help families offset the expense of college tuition. College credits acquired through the PECCS program are tuition free. Tuition cost of completing a four-year course of study would be reduced by 50%.

V. Instructional Staff

Through research of Early College programs across the country, the Phoenix Early College Charter School Design Team is clear that the strength of any early college program lies in the staff development. The Design Team understands the importance of quality professional development and quality partners who are willing to share best practices. The staff of PECCS will be mandated to participate in staff development on four major levels:

- 1) The staff of PECCS, in partnership with the Middle College National Consortium (MCNC), will participate in a four-day Summer Professional Development Institute on early college school format, best practices, and curriculum implementation. Currently, this organization is the leading authority of the early college high school movement and particularly on the model that PECCS has chosen.
- 2) PECCS will bring members of the MCNC to Natchez twice a year for professional development. During the first week of November, PECCS will provide a two-day session without students to help troubleshoot issues that may arise early in the school year.
- 3) PECCS staff will meet weekly to discuss and share internally techniques and discoveries to help colleagues improve their instructional output. Every staff has those who overachieve and go beyond on their research and their ability to find breakthrough techniques. These leaders, along with administration, will have the opportunity to share and troubleshoot.

PECCS plans to join two national associations that have proven most helpful to early college schools all over the country, the Middle College National Consortium and the Early College High School Initiative. Both organizations are trailblazers in the Early College movement and both organizations have a wealth of experience and resources that will be instrumental in the early development of PECCS.

PECCS will include professional development activities that will help teachers serve English Language Learners and students with disabilities in the least restrictive environment. PECCS will also provide professional development in Project-Based Learning.

VI. Governance

The Phoenix board's primary responsibilities for Phoenix Early College Charter School will include:

1. Facilitate the mission and purpose of PECCS and keep it clearly in focus;
2. Governance;
3. Oversight;
4. Ambassadors for Marketing and Communication;
5. Select the Principal;
6. Support and review the performance of the Principal;
7. Ensure effective organizational planning;
8. Ensure adequate resources;
9. Manage resources effectively, including approval of budgets and expenditures;
10. Determine, monitor and strengthen the programs and services;
11. Enhance PECCS's public standing;
12. Ensure legal and ethical integrity and maintain accountability;
13. Recruit and orient new board members and assess board performance

(BoardSource "Top Ten Responsibilities of a Nonprofit Board" and have been adapted to the PECCS charter school context. The High Bar 2010 www.reachthehighbar.com)

VII. Other

This section is Not Applicable. Phoenix Community Development Foundation, Inc. will not affiliate with an Educational Service Provider. This proposal is not a conversion project. Phoenix Community Development Foundation, Inc. is not operating any other schools.

Section I. Culture

A. Mission and Vision Statement

The Mission

The mission of the Phoenix Early College Charter School is to provide an integrated secondary and post-secondary academic program so all students earn one to two years of transferable college credit leading to college completion while fulfilling the requirement for a high school diploma. Phoenix Early College Charter School shall serve Natchez-Adams District 130 students Grades 9 through 12 and shall target at-risk students who are underrepresented in higher education. Phoenix Early College Charter School shall recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners; students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under-credited).

Phoenix Early College Charter School will provide students, regardless of ethnic, cultural, language or socioeconomic status, with a four-year college immersion education which will allow them to develop their talents, fulfill their potentials, and excel in their selected areas of academic and economic life.

Phoenix Early College Charter School (PECCS) will provide for its graduates technical certifications and/or transferable college credits, up to and including an Associate Degree, free of charge. All College tuition costs associated with the PECCS program will be paid by PECCS.

Other programs in public schools, such as Advanced Placement and International Baccalaureate courses and dual enrollment programs, allow advanced eleventh and twelfth grade students to earn college credit while attending high school. But Early College High Schools target underserved populations and provide students beginning at the ninth grade level with a more focused and rigorous curriculum, one structured to prepare them for success at the postsecondary level.

Phoenix Early College Charter School will serve students in grade nine in its first year and will increase one grade level each year through grade twelve in its fourth year. Target enrollment in the first year will be 75 students in three 25-student cohorts. The projected total enrollment of the PECCS at capacity will be 300 students.

District Name	High Schools	School Enrollment	Minority	Low Income	Meets Standards
Natchez-Adams	Natchez High	968	91%	92.23%	Not Met
	N-A District	3,811	91.05%	92.23%	Not Met

Source: MSDocEd 2013 Accountability Results

The Vision

It is proposed that Phoenix Community Development Foundation, Inc., with consulting assistance from Charter Pros charter schools consulting group, seeking partnership with Copiah-Lincoln Community College and Alcorn State University, collaborate on a high school charter academy targeting underserved and underrepresented Natchez area students, utilizing the early college model. The charter school will be located within the city of Natchez, expected on the campus of Alcorn State University. On March 7, 2014, Administrators at Alcorn State University verbally expressed their interest in providing the facilities for Phoenix Early College Charter School. A meeting to examine available space is scheduled for the week of March 21, 2014. The proposed starting date will be the Fall Semester of 2015.

Phoenix Early College Charter School will be established by Phoenix Community Development Foundation, Inc., a Mississippi not-for-profit organization. Phoenix Community Development Foundation, Inc. holds Internal Revenue Service designation as a 501(c)(3) tax exempt organization and was approved on March 10, 1998 and is in good standing. (see Attachment W, Articles of Incorporation)

Design Team

The Phoenix Early College Charter School Design Team includes Walter Huston, Consultant / Consulting Firm Owner Phoenix Development Corporation of Fayette (MS); Volley Davis, Consultant with Southwest Mississippi Educational Consultants, Fayette (MS); Iretha Beyah, Administrative Assistant for Phoenix Project Community Development Foundation AOP program; Bishop Glenn E. Livingston, President and CEO of Robertson Charter School of Decatur (IL); Cordell Ingram, Principal of Robertson Charter School; and Paul Seibert, Charter Schools Consultant for Robertson Charter School. Much of the work put into an earlier design, known as the Early College Charter School project, was utilized in the creation of PECCS; therefore the team acknowledges the work done by the Richland Community College staff and administration in Decatur, Illinois, on that earlier project.

Historical Information on Early College High Schools

The late 1990s and early years of the twenty-first century saw the coordination of efforts to invigorate the senior year of high school. In 2000, a National Commission on the High School Senior Year, sponsored by several leading foundations and the U.S. Department of Education, brought together educational leaders to examine and improve the academic rigor of students' experiences during the senior year. In its final report, the commission found that the United States needed to enroll more high school students in rigorous academic programs and to prepare more of them for college and "an increasingly complex world of work" (National Commission on the High School Senior Year 2001). Toward this end, the commission offered three overall recommendations: improve the alignment of high school and college curriculum; raise the achievement levels of high school students; and provide more rigorous alternatives than are currently available to high school students.

In 2002, the Early College High School Initiative was inaugurated under the leadership of the Bill and Melinda Gates Foundation and with support from the Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation and local philanthropies. The initiative placed its emphasis on providing meaningful college exposure for broad student populations underrepresented in postsecondary education. Early college schools also incorporated a small-schools approach in seeking to provide student-centered learning environments that featured close and high-quality contacts with adults and structured academic support.

Early college high schools offer their students the opportunity to earn a significant number of transferable college credits, up to an Associate's degree and a high school diploma within four to five years of starting ninth grade.

Early college high schools are schools affiliated with two- or four-year postsecondary institutions that permit students to take college courses while simultaneously earning their high school diplomas. The credits can be transferred to other colleges after the student finishes high school.

Early college high schools target populations that are underrepresented in higher education - those from low-income families, racial and ethnic minorities, and first generation college students.

Other programs in public schools, such as Advanced Placement and International Baccalaureate courses and dual enrollment programs, allow advanced eleventh and twelfth grade students to earn college credit while attending high school. But early college high schools target underserved populations and provide students beginning at the ninth grade level with a more focused and rigorous curriculum, one structured to prepare them for success at the postsecondary level.

While not every early college student will earn two years of college credit in high school, all enroll in college courses, and the schools support them in doing so. **This expectation – that most students, not just advanced ones, can succeed in a challenging pathway leading to significant transferable college credit while in high school – distinguishes the Early College High School Initiative from other reform efforts.** Since the inception of the initiative, evidences has emerged that high school student in the lowest quartile of performance post higher test-score gains when place in more rigorous courses, and that with proper support, low-achieving students are as likely to pass challenging, rigorous classes as they are the watered-down courses in which they are typically placed (Barth &

Haycock 2004).

By focusing on student populations that have been inadequately served as a result of the divide between the K-12 and postsecondary systems, the Early College High School Initiative challenges the prevailing view about what these students could accomplish in high school. In addition, the initiative created schools that spanned the divide between high school and college – or, more accurately, it sought to remove the divide for students. This transformation made each school responsible not just for preparing students for college but also for supporting them as they enrolled and sought to complete college courses while they were in high school.

At many early college high schools, students earn enough college credits to receive an Associate's degree or other technical certification(s) while enrolled in high school. Most early college high schools are on a college campus, helping students to become familiar with the college experience and thus minimizing the often difficult transition from high school to college.

There are more than 230 early college high schools in 27 states and the District of Columbia. "The first early college high schools were developed in 2002. The Early College High School Initiative reports astounding success with the initial graduating classes. In 2007, the organization said 115 students graduated from the first three high schools. Nine hundred students graduated at 18 early college schools one year later. Among the first two graduating classes:

- 85 percent earned at least one semester of transferable college credit
- 10 percent earned two full years of college credit or an Associate's degree
- More than 60 percent were accepted to four-year colleges, exceeding rates from traditional high schools, and
- More than 250 early college graduates earned merit-based college scholarships.

"These impressive results are even more striking because most of the graduates came from populations that are underrepresented in college. Nationally three-fourths of early college students are racial minorities, more than half are eligible for free or reduced lunch, and nearly a third of early college schools receive Title I funding based on the number of low-income students they serve." (Council of State Governments. 2009)

"To increase the number of students graduating from high school prepared for college, North Carolina has established the largest number of early college high schools (ECHS) in the United States. Early results from a rigorous, independent study of North Carolina's initiative have shown that these schools have substantial positive impacts on student performance. Specific findings include:

- More ECHS students were on-track for college than control group students.
- The ECHS model appears to be closing the performance gap among student sub-groups.
- Students in the ECHS were less likely to be suspended and were absent fewer days.
- ECHS students reported higher levels of academic engagement.
- ECHS students reported more positive school experiences than students in the control group, including better relationships, higher expectations, more rigorous and relevant instruction, and more academic and social support. (University of North Carolina at Greensboro. 2010)

B. Targeted Student Population

Phoenix Early College Charter School proposes to serve secondary students of Natchez-Adams District #130. The charter school will be located within the community of Natchez, preferably on the campus of Copiah-Lincoln Community College and/or Alcorn State University. Phoenix Community Development Foundation is in discussions with both colleges regarding partnerships for this school. On March 7, 2014, Administrators at Alcorn State University verbally expressed their interest in providing the facilities for Phoenix Early College Charter School. A meeting to examine available space is scheduled for the week of March 21, 2014.

Phoenix Early College Charter School will target students who are underrepresented in higher education: low-income students, racial and ethnic minorities, English Language Learners, and first

generation college goers. PECCS will provide all students, regardless of ethnic, cultural, language or socioeconomic status, with an education which will allow them to develop their talents, fulfill their potentials, and excel in their selected areas of academic and economic life.

Per Mississippi standards, charter schools must meet the “80% Rule”. A charter school’s percentage of underserved students (students qualifying for free lunch and/or special education services) must be at least 80% of the percent of underserved students of every age within the traditional school district in which the charter resides (see grid below). Phoenix Early College Charter School’s target population is the underserved students of the Natchez-Adams District. The stated percentage of underserved students per that grid is 91.63%. 80% of the statistic is 73.30%. PECCS will be in compliance with the 80% rule.

Statistics on enrollment, student demographics, and student achievement for Natchez-Adams District High School are represented in the grids below.

District Name	Schools	School		Low Income
		Enrollment	Minority	
Natchez-Adams District 130	Natchez High	968	91%	92.23%
	District	3811	91%	92.23%

Source: Mississippi State Report Card

Natchez High School faces State Takeover in September if academic performance does not improve this year.

District Name	High Schools	Meets	Graduation	Letter	
		Standards	Rate	Label	Grade
Natchez-Adams District 130	Natchez High	No	63.8%	Focus School	F
			4-year		

Source: Mississippi State Report Card

% of students qualifying for FREE LUNCH ONLY	% of students qualifying for SPECIAL EDUCATION ONLY	% of students qualifying for BOTH FREE LUNCH AND SPECIAL EDUCATION	Add boxes 1-3 together to find the TOTAL % of underserved students
79.47%	2.16%	~10%	91.63%

Source: Mississippi Charter School Authorizer Board

Other programs in Natchez public schools, such as Advanced Placement and dual enrollment programs, allow advanced eleventh and twelfth grade students to earn college credit while attending high school. But PECCS targets underserved populations and will provide students beginning at the ninth grade level with a more focused and rigorous curriculum, one structured to prepare them for success at the postsecondary level.

Enrollment Projections:					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	75	75	75	75	75
9-10		75	75	75	75
9-11			75	75	75
9-12				75	75
Total #	75	150	225	300	300

Recruitment of students began with the public announcement of the Phoenix Early College Charter School Letter of Intent. On February 12th, immediately following the Letter's acceptance, The Natchez Democrat published an article publicizing the PECCS proposal, as well as two other elementary school proposal Letters accepted for the Natchez district. On February 14th, the Natchez Democrat published an article regarding Natchez-Adams District Superintendent Frederick Hill's address to the Board of Trustees at its meeting on February 13, 2014. In that address, Dr. Hill acknowledged support of the early college high school model as a concept needed for the district.

A one-hour talk-show radio forum (The Bottom Line) was held on February 18, 2014 on Natchez area station WTYJ 97.7 FM / WMIS 1240 AM. Presenting on this program were Phoenix Community Development Foundation president Volley Davis, Board member Iretha Beyah, and Charter Pros consultants Cordell Ingram and Paul Seibert (Via phone). A series of radio, television and print news conferences will be held to present this proposal to the general public. Radio and television advertising will draw the attention of the community. Any student or parent who responds to the contact information will be placed on an information distribution list. Applications for enrollment will be forwarded to each respondent.

Volley Davis and Iretha Beyah of Phoenix Community Development Foundation held an informational open air community forum on Martin Luther King Street in Natchez on February 22, 2014. Mr. Davis and Mrs. Beyah held a second informational community forum at the Natchez Church of Christ on March 1, 2014. Mr. Davis and Mrs. Beyah hosted a third such forum at the Nelson Multipurpose Building on the Copiah-Lincoln Community College campus on March 5, 2014. Cordell Ingram of Charter Pros joined them for this presentation via satellite. Additional informational presentations will be made to local churches, civic groups, boys clubs and teen centers. Petition forms will be circulated at shopping centers. Advertising placards will be posted on city buses.

Information and presentations regarding PECCS will be provided to those community groups and agencies that provide services to at-risk families and children. Upon charter approval, presentations will be made to local middle schools through cooperation of Natchez-Adams District school officials. Parents and community leaders will be part of the recruitment and presentation process.

A dedicated PECCS informational Facebook page has been launched and is available at <https://www.facebook.com/PhoenixECCS?fref=ts>.

A dedicated PECCS website is under construction at www.phoenixeccs.org.

Evidence of Need and Community Support

Natchez-Adams District is categorized as a Low Performing District by the Mississippi Department of Education. The district has one high school: Natchez High School. The district's four year graduation rate for 2013 is 63.8 percent. This falls well below the Mississippi state graduation rate of 75.5%. The District drop-out rate is 25.7% compared to the state drop-out rate of 13.9%. In this District, 70.32% of graduates are estimated to have taken the ACT test, compared to the Mississippi state estimate of 83.84%. The District average ACT score is 16.9 compared to the Mississippi state ACT score of 18.5%. Regarding Academic Achievement, the Natchez District is Accredited and has a State Accountability Label of "F". Natchez High School faces a proposed State takeover as early as September 2014.

91% of Natchez District public school students are minorities. At-large district population is 53% minority. The majority of non-minority students have abandoned public schools and attend private schools in the Natchez community.

Adams County has had a declining population during the past two decades. Businesses and industries express their concern for finding a capable and well-educated workforce. The low incidence of college completion, the high incidents of poverty and unemployment, and low performance statistics from traditional public schools fuels that concern and calls for the implementation of Phoenix Early College Charter School. Formation of the Phoenix Early College Charter School will be a significant step to turning around the achievement levels of area at-risk students and the region's economic distress.

The future of job growth in the U.S. is one in which more and more workers will require postsecondary education or training. The U.S. Bureau of Labor Statistics states that of the 240 job categories to experience high growth, 86 (36%) require a college degree, while 70 (29%) require at least some college. The remaining 35 percent require work experience in a related field, on-the-job training (often for long periods) or a postsecondary vocational degree. The four year PECCS college immersion program will graduate students prepared for the future of these high growth categories.

The Center on Education and the Workforce at Georgetown University reports that, by 2018, 64 percent of jobs will require postsecondary education. Between 2008 and 2018, new jobs in Mississippi alone requiring postsecondary education and training are projected to grow by 418,000 while jobs for high school graduates and dropouts will grow by 148,000. Competition for talent will be stiff and PECCS graduates will have had the advantage of four years of the PECCS college immersion program to meet that competition.

The National Commission on the Senior Year (2001) calls for strengthening the educational pipeline around a "Triple A Program" – (1) improving Alignment, (2) raising Achievement, and (3) providing more (and rigorous) Alternatives. The commission contends that the new standard should be 15 years of education – grades Pre-kindergarten through 14 or the equivalent of completing a community college education – for all students with the content built around a college preparatory curriculum. Callan and Finney (2003) contend that, to compete in the global economy, virtually every working age young adult (18 to 49 years of age) in the United States needs at least two years beyond high school. A foundational principle of the Skills2Compete (2007) initiative is the idea that every worker in the United States should have access to the equivalent of at least two years of education and training past high school. PECCS is such a "Triple A Program". Its four-year college immersion program not only improves Alignment, it eliminates the need for alignment. Its rigorous curriculum and support system raises Achievement and by combining years 11-14 through immersion, allows students to achieve that 14-year goal in only 12 years. And it provides such a rigorous educational Alternative for the Natchez-Adams community school.

Other programs in Natchez High School, such as Advanced Placement and dual enrollment programs, allow advanced eleventh and twelfth grade students to earn college credit while attending high school. PECCS targets underserved populations and will provide students beginning at the ninth grade level with a more focused and rigorous curriculum, one structured to prepare them for success at the postsecondary level. Unlike traditional dual enrollment programs, PECCS will reach out to children who are not advanced or not being successful due to the lack of connection to the opportunities that lie ahead

of them, that have yet to make the connection between education and getting a good job. The four-year college immersion program of PECCS will support students who never thought college was an option by totally saturating them in a high performance culture in which ‘it is not if you will go to college but where you will go to college’.

At a recent college and career fair, aspiring college seekers researched colleges that offer the programs they want. Kylene Brittain, a representative from Iowa Wesleyan University, advised one of her inquirers to take her first two years at a community college. “One thing many students worry about is costs.” Many of her inquirers told her their parents are laid off or money is tight, and they don't know if they can afford college. PECCS promises to dramatically impact that concern for a significant number of area students by providing two years of college tuition free.

Natchez-Adams District Superintendent Frederick Hill addressed the Board of Trustees at its meeting on February 13, 2014. In that address, Dr. Hill acknowledged support of the early college high school model as a concept needed for the district. (Natchez Democrat, February 14, 2014)

Richland Community College ECCS Feasibility Study

During the spring of 2011, Richland Community College (Decatur IL) performed an Early College Charter School (ECCS) Cross-Functional Team Feasibility Study. The ECCS Feasibility Study was performed by a Richland Community College Continuous Improvement Process (CIP) Team.

While early college high schools (ECHS) are new to Illinois, they are quite widespread in some states with strong community college systems. North Carolina, for example, has over 60 ECHS (Edmunds, 2010). The purpose of ECHS was to prepare a student for college and ensure that students enter college ready. Course taking patterns in traditional ECHS are not career and technical oriented. Students in the first two years take a college preparatory curriculum. In a study of two ECHS in North Carolina, Edmunds found that students progress through college preparatory courses, such as Algebra I, Algebra II, and English, at significantly higher rates than ninth graders in regular high schools. ECHS aim for academic rigor, use of learning methods – such as project-based learning – that provide greater relevance, and building of community within the student cohort to provide support (Ongoga, 2010). When implemented correctly, early college high schools can lead to significantly increased success on statewide proficiency examinations, as illustrated by Kaniuka and Vickers (2010) in North Carolina (Table 1).

Test	Percentage of Students Passing (Number)		Pearson χ^2	p Value	Cramer's V
	CCECHS	Traditional School			
Algebra I	89.8 (194)	77.9 (209)	12.01	.00	.16
Biology	83.2 (104)	70.3 (90)	5.87	.02	.15
Civics and Economics	87.8 (159)	71.2 (89)	13.34	.00	.21
English I	99.8 (181)	85.3 (168)	15.35	.00	.2
U.S. History	82.3 (102)	60.7 (37)	10.21	.00	.24

Note. CCECHS = Cross Creek Early College High School.

Table 1: Results of a Two-Way Chi-Square Comparison for All Students
(reproduced from Kaniuka and Vickers, 2010, p. 170).

PECCS support petitions and Intent of Intent to Enroll Forms are included in Attachment B. Additional petitions and forms are in circulation and will be submitted as completed.

D. School Culture and Student Engagement

Providing a healthy culture that promotes safety, security, strong relationships, and a sense of belonging will be one of the most critical components for providing a framework to support all students, especially those with at-risk characteristics. Within this type of environment, students will feel secure in approaching faculty and support staff for assistance. At Phoenix Early College Charter School, meeting the social and emotional needs of all students is of equal value to addressing academic needs.

The PECCS Design Team recognizes that the success of students is dependent upon a school's ability to create a culture that fosters meaningful, sustained relationships between teachers, students, parents, and support staff. After visiting 15 different early college programs in four different states throughout the United States, the team was consumed by the success of students of all genders, race, and socio-economic backgrounds when engulfed in the supportive and caring hands of exceptional educators who bring their textbooks and their commitment to excellence to school with them every day. State after state, the Design Team watched students earning college credit and stepping up to the rigor of college courses because of a culture of high expectations and the tools necessary to get the job done. PECCS will be very deliberate in duplicating the culture of high expectations, a relentless push towards excellence, and student support that the early college model provides. The roadmap for success will be clearly defined for a PECCS family and the guidance across that map will be navigated clearly by the supportive staff.

The PECCS teacher evaluation rubric includes assessment of teachers on their ability to represent a culture for learning with a high teacher commitment to the subject and high expectations for student achievement with evidence of promotion of the school mission.

PECCS will promote students to demonstrate standards of character and behavior that are recognized as requirements for post-secondary academic success and employability. These include, but are not limited to, hard work, personal responsibility, and respect according to school-developed standards, plus Social Emotional Learning (SEL) Performance Descriptors as identified by The Collaborative for Academic, Social and Emotional Learning (CASEL) at the University of Illinois-Chicago. PECCS teachers and staff will be expected to model these standards. These standards will promote students self-improvement, individual growth and character development. These standards are imperatives for the development of successful urban young adults.

School Uniforms

Ninth and tenth grade PECCS students will be required to wear a uniform. A likely uniform model is that of Robertson Charter School where students wear a branded school polo shirt. On the College campus, this modest uniform will be useful in identifying PECCS high school students from those students attending college classes. Eleventh and twelfth grade students will not be required to wear a uniform as it is important that they identify themselves as college students and that they are not singled out as high school students in the college classroom.

Uniform clothing for the first two years of PECCS attendance also promotes social growth and awareness as a select group of high school students. Uniform clothing also removes much of the stratification that can occur between students who have greater and lesser financial resources. Uniform shirts will be available for sale from the school. PECCS will assist low income families in acquiring PECCS uniform shirts.

Closed Campus

For ninth and tenth grade students, Phoenix Early College Charter School will be a closed campus. PECCS holds that student safety, as well as community and cultural development, is enhanced by a closed campus. Along with the school uniform, all underclass students will remain within the protective parameters of the PECCS building(s) and under the vigilant eyes of PECCS staff. The sense of community and focus on learning will be essential to the building of the school's culture.

In this small, enclosed school environment, PECCS staff will know every student by name and foster the supportive student / adult relationships so important to youth development and success – especially for our targeted at-risk population.

As eleventh and twelfth graders, students will be allowed to discard the school uniform and traverse the college campus as part of the full-time immersed college experience. They will still report to the PECCS building for daily activities including “Morning Chat”, counseling, scheduling, tutoring, mentoring and social activities.

Meals

Mealtime at Phoenix Early College Charter School, especially for ninth and tenth graders, will be a school culture development opportunity. Freshman and sophomore meals will be served in the Commons Area of the PECCS building. Aramark Food Services, Valley Services, the host College, and other vendors will be solicited for bids for meal provision. Students and staff alike will gather in the Commons Area where all can share both meal and relationship as a community.

Eleventh and twelfth grade students may also share this community meal opportunity and will also have the option to seek meals at the college cafeteria. Upper class students may be eligible get a lunch card for 180 days of meals for use at the cafeteria.

PECCS will provide Free and Reduced Meal service for eligible students.

The Commons Area will be Wi-Fi friendly, as will be the entire PECCS building. Student laptops and mobile devices will have access to email and internet in the Commons Area as well as in the classrooms. This means students can game and social network, or do research and homework during meals and on breaks. (PECCS internet use policies apply. Those policies will be posted on the walls and provided in the PECCS student handbook.)

Extra-Curricular Activities

Like many small schools, and especially in PECCS developmental years, extra-curricular activity offerings will be determined by the interests of attending students. Extra-curricular activities may include: student government, school newspaper, yearbook, chess club, Odyssey of the Mind, debate, robotics, musical activities, fitness, community service, art, intra and inter-mural sports. Upper class students will have access to the many activities provided by the college.

E. Student Discipline Policy

A key factor to student success is the safety and security of a well-disciplined environment. The small school environment of Phoenix Early College Charter School will engage all staff members to model appropriate behavior and to intervene if disciplinary issues arise. The Principal will be responsible for administering discipline at the school. A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior.

PECCS proposes to institute a system of Restorative Justice as a form of disciplinary response as needed. Restorative justice is a systemic response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative principles and practices help:

- hold the offender accountable for his or her actions
- provide victims with a safe place to share how the incident impacted him or her
- include members of the community in developing a moral stance and helping the offender in making things right
- develop an effective alternative to the traditional system of school discipline

By “making things right,” restorative practices seeks to knit wholeness back into a community which has been torn; it seeks to repair relationships so students can focus on their school work and reconnect as a member of the learning community.

The restorative justice approach means that PECCS staff will work with students rather than doing things to them or for them. It's been shown that people are more likely to make positive life changes and adjust their negative behaviors, and be happier, more cooperative and more productive through this approach. Unlike an authoritarian, punitive or overly permissive approach, the participatory or restorative mode enables the students to restore relationships and build community. The restorative model shows a student that one has control over and responsibility for his own life. This approach allows students more autonomy and participation in decision making. With restorative justice, students will learn that the PECCS community is one in which they are all equal, working hard to reach similar goals and working together to arrive at solutions to problems that come up along the way.

The Principal will be responsible for school discipline and may delegate the training and administration of the restorative justice program to other PECCS staff members.

College Discipline

If a dual credit student is disruptive in a college class, the student can be reported to the PECCS Principal who will be on campus. Phoenix Early College Charter School will have consistent communication with the parents and relevant college faculty members. The PECCS will acclimate students to behavioral requirements of the college. The expectation is that exposure to non-PECCS students will cause the students in PECCS to progress to that mentality and behavior. A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior.

In loco parentis/FERPA

A PECCS student in loco parentis/FERPA status would be treated the same as any other student at a college campus. The high school (PECCS) and postsecondary institution (Co-Lin Community College / Alcorn University) may share information from records of dual-enrolled students (2010 FERPA Guide). While in the K-12 system, parents have certain rights with respect to their children's educational record. These rights transfer to the student when the student reaches the age of 18 or attends a postsecondary school (www2.ed.gov - FERPA). Disclosure of information to parents of students who are dependents for income taxes would apply, allowing the post-secondary institution to share grades and other information from the student's education records with parents (2010 FERPA Guide). PECCS students would have the option to complete a parent/guardian form that allows the college to make contact with the parents, if needed. For instance, this would prevent the need for obtaining tax returns for parents. One of the benefits to having the PECCS at the college would be that the school administration can be more involved with the PECCS students taking college post-secondary courses. PECCS will be an advocate, establishing student meetings between the parent/student and the school.

F. Ongoing Stakeholder Involvement

Phoenix Early College Charter School proposes to partner with Natchez District 130 for recruitment access to middle school students. District administrators and staff can direct PECCS recruitment efforts to school assemblies and/or individually identified students.

Churches in the area have been and will continue to be a chief focus of the PECCS community engagement strategy. PECCS will continue to seek out churches and other agencies that serve in-need populations, both for their support of the project and as outreach to assure that PECCS successfully reaches its target audience.

Town hall meetings will be a fixture, especially in the development phase of the PECCS program. PECCS anticipates hosting such meetings annually.

PECCS will be working with a wide range of businesses, social service agencies, churches, educational and cultural organizations, service clubs and organizations to accomplish two things. First is increased community awareness about the PECCS and student recruitment. Second is the development of specific partnerships that assist in the operation of the school and/or the achievement of students. Types of partnerships that will be sought out to assist in operations could include services such as legal

assistance, printing, marketing assistance, equipment, and supplies – items and services that reduce operating costs or offer PECCS the ability to do more than the budget provides.

To provide the maximum of real-life relevance and assist with student achievement, PECCS will seek partnerships with students and staff of our partnering college(s) to provide mentoring and tutoring, enrichment opportunities for students, classroom presentations or teaching that adds to what is provided by the regular teaching staff. Business partners will be solicited to provide career exploration opportunities, job shadowing and/or internships for upper class students. Career and Technical Education (CTE) is a growing field and needs to be addressed.

PECCS will create a parent engagement program based on the highly successful parent engagement program developed and operated by Robertson Charter School. Parents will be encouraged to participate in their student's development. A Charter Parent Association will be developed through which parents can become comfortable participating with the school. Parent events will be hosted - food will be provided. Facilities will be made available to help parents in job searches, banking and financial planning, and other personal educational endeavors in addition to social and professional development activities.

A dedicated website is under construction and a Facebook page for Phoenix Early College Charter School is already operating. PECCS will use its website and Facebook page for continuing and ongoing communication with parents and the community. Family events will be hosted at the school. Additionally, PowerSchool, the PECCS chosen student information system, will allow parents to access teachers, administrators, and school calendars.

Section II.

Leadership

A. Leadership Team Personnel

The Principal

The Principal will be recruited for his or her expertise in motivating teachers and at-risk students to excel in and out of the classroom. Experience in both secondary and post-secondary education will be a plus. Commitment and adherence to the mission of the school is mandatory. A qualified candidate has just been identified. The candidate, a resident of Natchez, holds an Ed.D in Educational Leadership, has 25 years experience in the Natchez school district plus Adjunct Faculty status with Alcorn State University. Interview meetings are scheduled for the week of March 21.

To address the need for high expectations, PECCS will put a focus on hiring an exceptional administrator. This administrator will be hired with the understanding that he/she will work with its college partner and enforce the policies and standards of the college as well as the Early College Charter School. The administrator will understand that the college was here first, and the structure of PECCS will be created around the college and the expectations of the college. Commitment and adherence to the mission of the school will be a mandatory prerequisite.

The board of directors of Phoenix Community Development Foundation, Inc. will be responsible for contracting the chief administrator of Phoenix Early College Charter School. The chief administrator in the first year will be the Principal.

The Principal will report to the Phoenix Community Development Foundation Board of Directors.

The Principal will be responsible for creating an orderly, productive, and creative environment for the faculty and staff of Phoenix Early College Charter School.

The Principal, faculty, and staff will be jointly responsible for creating an orderly, productive, and creative environment for the students of Phoenix Early College Charter School.

The Principal will be expected to seek the advice of his or her colleagues at PECCS and to encourage cooperation among all the members of the Early College Charter School's faculty, staff, students, and community members.

The Principal will have the authority to recommend to the board of directors of Phoenix Early College Charter School, for final approval, the hiring and firing of any faculty or staff member, consistent with the protection of an employee's civil rights, the laws of the State of Mississippi, and all provisions of the Equal Rights Laws of the United States of America. All employees will be expected to subscribe to the mission of the school. All employment will be at-will.

All employees will pass all required background checks, which will be provided by PECCS through the appropriate state and/or federal law enforcement agency(s). All academic employees will possess the minimum qualifications as prescribed by Mississippi Charter School Law. The Principal will be responsible to obtain, review, and maintain background and certification records for all academic staff.

The Principal will be responsible for the supervision and evaluation of all teachers and staff.

As the chief administrative officer of Phoenix Early College Charter School, the Principal will be responsible for the execution, or delegation of, all policy decisions established by the board of directors.

The Principal will be responsible for informing the board of directors of Phoenix Community Development Foundation, Inc., through the President of the Board, of any matters that are not in keeping with the policy and mission of Phoenix Early College Charter School and the effective education of its students.

School Principal Job Description can be found as Attachment D – School Leader Job Description.

College Liaison / Guidance Counselor

A College Liaison / Guidance Counselor will be appointed from the partnering college staff by the college. The Phoenix Early College Charter School Guidance Counselor position is critical to ensuring the success of early college students by providing advising and assessment services designed to facilitate course enrollment in the general education core. Additionally, the position will be responsible for fostering the development of positive relationships between the college partner and PECCS and bridging the gap and keeping communication lines open. Another essential understanding for this position is working within the student database system (iSTEOP / PowerSchool) to facilitate effective advising for PECCS students. The PECCS Guidance Counselor will be the person who communicates between the parents and the partnering college faculty.

Lead Teacher

A Lead Teacher will be sought from teaching staff for his or her demonstrated leadership skills and abilities to provide administrative support.

STAFFING PLANS

Day to day operations of the school will be overseen by the Principal. Beginning year three, increased enrollment and revenues will allow for the addition of a Guidance Counselor for the school.

Four teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Sciences and Special Education, will be required the first year. Teaching staff will be recruited through various charter school support networks as well as within the local community. Eight teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Science and Special Education, will be required for years two and beyond. One Student Assistant Personnel will be hired year one and a second in year two to supplement teaching staff and aid in monitoring student progress and facilitate library study tables.. PECCS teachers will report to the Principal. Teachers for fully immersed eleventh and twelfth grade students will be instructors of the College, as those students will be directly enrolled in dual-credit college courses. Those instructors already are certified in higher education standards necessary to provide the dual-enrollment credit offered by PECCS. As some student attrition will occur, partially immersed eleventh grade students will be accommodated within the ninth and tenth grade classrooms and the computer lab.

Recruitment Plans and Policies

The Principal will be recruited for his or her expertise in motivating teachers and at-risk students to excel in and out of the classroom. Experience in both secondary and post-secondary education will be a plus. Commitment and adherence to the mission of the school is mandatory.

Teachers will be recruited by advertising positions in a variety of media including local, regional and statewide papers, job boards, university placement services, through various charter school support networks, etc. Resumes are then received. Interviews are set, based on resume information. Teachers are also expected to come from the teaching ranks of the partnering College. Part-time instructors there will be anxious to take on the new challenge and gain additional hours and employment. Those instructors already are certified in higher education standards necessary to provide the dual-enrollment credit offered by Phoenix Early College Charter School.

Teaching auditions, using a candidate prepared lesson plan, may be held before focus groups of students. Selection will be made based on demonstrated ability in teaching and enthusiasm for the school mission. Teacher auditions will be evaluated using the Phoenix Early College Charter School Teacher Audition Rubric. The school's Principal will be directly responsible for directing this process. (See Teacher Audition Rubric below)

Phoenix Early College Charter School is committed to equal employment opportunity. The School will not discriminate against employees or applicants in the arenas of employment or promotion on any legally-recognized basis, including, but not limited to: race, color, religion, gender, marital status, veteran status, national origin, physical or mental disability and/or age.

Enthusiastic support of the school's mission and goals are essential requirements for all employees.

Job Description

Title: Teacher

Qualifications:

1. Mississippi State Certification in teaching field, or alternative Certification
2. Bachelor's Degree
3. Ability to function effectively as a member of the school staff

Reports To: Principal

Supervises: Instructs and evaluates the work of:

1. Students
2. Student Teachers
3. Volunteers
4. Assists the Principal with the evaluation of Teaching Assistants

Maintains Liaison With:

Parents. Communicates with the parents as the teacher deems necessary, or when requested by parents or administrators.

Job Goal: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

Performance Responsibilities:

1. Maintains an instructional atmosphere that is conducive to a high quality educational program and supportive of the mission of the school.
2. Utilizes a variety of instructional strategies to accommodate individual differences.
3. Provides feedback which includes constructive criticism that motivates students.
4. Has high expectations for daily and long-term student achievement.

5. Organizes and arranges classroom so as to facilitate learning and minimize student disruptions.
6. Sets limits of student behavior which are defined, communicated, and monitored.
7. Keeps up with current developments, research, and literature in his/her teaching field and the field of education.
8. Keeps parents and students informed of each student's academic progress.
9. Teaches in full compliance with curricular requirements of the State of Mississippi and the Phoenix Community Development Foundation Board.
10. Complies with Board Policies, Administrative Regulations, and any Employee Agreements.
11. Participates on an appointive, elective, or volunteer basis in curriculum development process, as required, to periodically review all curricular areas to keep them up-to-date.
12. Plans for the health, safety, and physical well-being of students during instruction.
13. Supervises, evaluates and guides students.
14. Monitors student achievement and performs assessment,
15. Uses data and technology for teaching and learning, interdisciplinary instruction, and project based learning
16. Utilizes community resources for the enrichment of the educational program.
17. Assists in maintaining good school-community relations.
18. Participates, from time to time, in the development of School Policies and Procedures, on an appointive, elective, or volunteer basis.
19. Performs other duties as may be assigned.

Terms of Employment:

Salary to be determined. Benefits as outlined in Employee Handbook. Must maintain professional and courteous attitude and satisfactory job performance (as determined by the Principal and/or Chief Administrator).

Evaluation: Performance in the position will be evaluated twice every year.

**Phoenix Early College Charter School
Teacher Audition Rubric**

Name: _____

Date: _____

Phone: _____

Cell: _____

Address: _____

Email: _____

Subject Areas: Preferred _____

Possible _____

Student Time on Task

Female	5 4 3 2 1
Male	5 4 3 2 1
All	5 4 3 2 1

Reaction to Events / Problems

Well Handled	5 4 3 2 1
Back on Track	5 4 3 2 1

Student Reactions

Rapport	5 4 3 2 1
Acceptance of Leadership	5 4 3 2 1
Hands On	5 4 3 2 1

Style of Instruction

Lecture	5 4 3 2 1
Socratic	5 4 3 2 1

Clarity of Directions

Tone / Enunciation	5 4 3 2 1
Easy to Follow	5 4 3 2 1
Concise	5 4 3 2 1

Manner of Presentation

Friendliness	5 4 3 2 1
Firmness	5 4 3 2 1
Awareness of Students	5 4 3 2 1

Evidence of Preparation

Physical Evidence	5 4 3 2 1
Behavioral Evidence	5 4 3 2 1

Adult Reactions

Collegial	5 4 3 2 1
Courteous	5 4 3 2 1

Comments

Interviewer / Auditioner: _____

B. Leadership Team Coaching and Evaluation

Through research of Early College programs across the country, the Phoenix Early College Charter School Design Team is clear that the strength of any early college program lies in the staff development. The Design Team understands the importance of quality professional development and quality partners who are willing to share best practices. The staff of PECCS will be mandated to participate in staff development on four major levels:

- 1) The staff of PECCS, in partnership with the Middle College National Consortium (MCNC), will participate in a four-day Summer Professional Development Institute on early college school format, best practices, and curriculum implementation. Currently, this organization is the leading authority of the early college high school movement and particularly on the model that PECCS has chosen.
- 2) PECCS will bring members of the MCNC to Natchez twice a year for professional development. During the first week of November, PECCS will provide a two-day session without students to help troubleshoot issues that may arise early in the school year.
- 3) PECCS staff will meet weekly to discuss and share internally techniques and discoveries to help colleagues improve their instructional output. Every staff has those who overachieve and go beyond on their research and their ability to find breakthrough techniques. These leaders, along with administration, will have the opportunity to share and troubleshoot.

PECCS plans to join two national associations that have proven most helpful to early college schools all over the country, the Middle College National Consortium and the Early College High School Initiative. Both organizations are trailblazers in the Early College movement and both organizations have a wealth of experience and resources that will be instrumental in the early development of PECCS.

PECCS will include professional development activities that will help teachers serve English Language Learners and students with disabilities in the least restrictive environment. PECCS will also provide professional development in Project-Based Learning.

The PECCS calendar provides for one week of professional development prior to the first day of student attendance plus a bi-monthly Professional Development Day. At least one of those days is coordinated with one of the partnering college's Professional Development Days. The mission of the school, its small number of staff, and the intimate environment of such a small school will support collegiality and cooperative partnering of teachers, administrators, paraprofessionals and support personnel on a daily basis.

In support of district partnership, PECCS proposes to include staff from Natchez District 130 in applicable professional development activities.

A school can only rise as high as the level of commitment of its staff and its students. PECCS will do everything in its power to make sure that its staff is fully equipped to help its students perform at the highest level. Because the early college model is new to the state of Mississippi, the Design Team understands the importance of connecting to the right resources and organizations. Phoenix Early College Charter School envisions becoming a training ground for other future early college programs in Mississippi.

Members of Charter Pros in partnership with the Board of Directors of Phoenix Early College Charter School will evaluate the Leadership staff of Phoenix Early College Charter School twice each year.

Performance Improvement Plan

Regular meetings and interactions with all staff will be a fixture of this small high school. Much of the decision making regarding student welfare will be made with input from all staff.

Observations of Leadership personnel by Charter Pros staff will be used to identify any performance areas below satisfactory in accomplishment of job duties and/or goals. Evaluating staff will consult with the Board of Directors of Phoenix Community Development Foundation regarding the observation findings. Evaluating Staff will meet with the Principal to discuss his or her performance and consider an individual professional development and/or remediation plan. Remediation may include the assignment of a mentor, required professional development activities beyond those required of all staff, regular submission of performance plans and other materials that show evidence of improvement in targeted areas, and an enhanced schedule of observation visits and follow-up meetings, and other provisions determined by the evaluating staff and the Board of Directors. Performance that puts the Principal in jeopardy of non-renewal will be notified of that possibility in January of the current school year, and appropriate provisions will be inserted into their professional development plan for the year. Non-renewal decisions will be made and communicated by April 15 of the current school year.

Non-teaching staff will be supported and evaluated in similar ways. They will also have a conference with the Principal to set goals for the year and to make a plan for achieving those goals. The Principal will observe them, and give them a written summary based on the same criteria as those for teachers, as applicable. The primary difference will be that, instead of the teachers' accomplishment of curriculum objectives and student achievement, non-teaching staff will be evaluated based on their accomplishment of the tasks outlined in their job description.

Section III

School Structure and Operations

A. School Personnel Structure

Staffing Plans

Day to day operations of the school will be overseen by the Principal. Beginning year three, increased enrollment and revenues will allow for the addition of a Counselor for the school.

Four teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Sciences and Special Education, will be required the first year. Teaching staff will be recruited through various charter school support networks as well as within the local community. Eight teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Science and Special Education, will be required for years two and beyond. One para-professional (Student Assistant Personnel) year one and two year two and beyond will be provided to supplement teaching staff. PECCS teachers will report to the Principal. Teachers for fully immersed eleventh and twelfth grade students will be instructors of the College, as those students will be directly enrolled in dual-credit college courses. Those instructors already are certified in higher education standards necessary to provide the dual-enrollment credit offered by PECCS. As some student attrition will occur, partially immersed eleventh grade students will be accommodated within the ninth and tenth grade classrooms and the computer lab.

A Student Assistant Personnel (SAP) will also be provided beginning year one.

College Liaison / Guidance Counselor

A College Liaison will be appointed from the partnering college staff by the college. The Phoenix Early College Charter School Guidance Counselor position is critical to ensuring the success of early college students by providing advising and assessment services designed to facilitate course enrollment in the general education core. Additionally, the position will be responsible for fostering the development of positive relationships between the college partner and PECCS and bridging the gap and keeping communication lines open. Another essential understanding for this position is working within the student database system (iSTEOP / PowerSchool) to facilitate effective advising for PECCS students. The PECCS Guidance Counselor will be the person who communicates between the parents and the College faculty. The Guidance Counselor will work closely with the Principal in coordinating the academic operations of the school.

Special Education

PECCS will be working diligently to provide proper services for students with disabilities. We will provide services for students with disabilities by hiring appropriate staff, some with dual credentials, to service our students of special need. We will also work with the Disability Support Services department at Co-Lin Community College to utilize services available for junior and senior students who are engaged in college courses. Students who enter PECCS with an IEP plan will receive the appropriate minutes necessary throughout the day and in an extended small group setting to make sure that they are getting the accommodations necessary to be successful. Teachers will receive all relevant information needed from the IEP so that they are making the proper accommodations in the push-in classroom setting. PECCS will also utilize Teacher Aides to help with 504 disability needs and accommodations whenever it is appropriate.

Every student at PECCS will have an Individual Learning Plan (ILP) which incorporates learning styles, strengths, weaknesses, and other important information. A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each PECCS student, including those with Special Education needs. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system. The Principal and the Special Education teacher will have the responsibility of attending IEP meetings to collaborate with the teachers and administrators of Natchez district 130 to make a smooth transition for students with disabilities.

PROFESSIONAL LEARNING

Through research of Early College programs across the country, the Phoenix Early College Charter School Design Team is clear that the strength of any early college program lies in the staff development. The Design Team understands the importance of quality professional development and quality partners who are willing to share best practices. The staff of PECCS will be mandated to participate in staff development on four major levels:

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B. Student Recruitment and Enrollment

Phoenix Early College Charter School will serve students grades 9 through 12 and will target students who are underrepresented in higher education. PECCS will recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners; students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under-credited).

PECCS will be available to ninth grade students during its first year of operation. First year target enrollment will be 75 students in cohorts of 25 students. Grade levels will expand to serve grades nine and ten in the second year, nine through eleven in the third year, and nine through twelve in the fourth year. Maximum enrollment will be 300 students in cohorts of 25 students with 75 students in each of the four grade levels served.

Ninety-one percent of Natchez District 130 students are minorities. Ninety-two percent are low income. These figures reflect our ideal target student population.

Recruitment of students began with the public announcement of the Phoenix Early College Charter School Letter of Intent. On February 12th, immediately following the Letter's acceptance, The Natchez Democrat published an article publicizing the PECCS proposal, as well as two other elementary school proposal Letters accepted for the Natchez district. On February 14th, the Natchez Democrat published an article regarding Natchez-Adams District Superintendent Frederick Hill's address to the Board of Trustees at its meeting on February 13, 2014. In that address, Dr. Hill acknowledged support of the early college high school model as a concept needed for the district.

A one-hour talk-show radio forum (The Bottom Line) was held on February 18, 2014 on Natchez area station WTYJ 97.7 FM / WMIS 1240 AM. Presenting on this program were Phoenix Community Development Foundation president Volley Davis, Board member Iretha Beyah, and Charter Pros consultants Cordell Ingram and Paul Seibert (Via phone). A series of radio, television and print news conferences will be held to present this proposal to the general public. Radio and television advertising will draw the attention of the community. Any student or parent who responds to the contact information will be placed on an information distribution list. Applications for enrollment will be forwarded to each respondent.

Volley Davis and Iretha Beyah of Phoenix Community Development Foundation held an open air informational community forum at on Martin Luther King Street in Natchez on February 22, 2014. Mr. Davis and Mrs. Beyah held a second informational community forum at the Natchez Church of Christ on March 1, 2014. Mr. Davis and Mrs. Beyah hosted a third such forum at the Nelson Multipurpose Building on the Copiah-Lincoln Community College campus on March 5, 2014. Cordell Ingram of Charter Pros joined them for this presentation via satellite. Additional presentations will be made to local churches, civic groups, boys clubs and teen centers.

Informational presentations will be made to local churches, civic groups, boys and girls clubs and teen centers. Petition forms will be circulated at shopping centers. Advertising placards will be posted on city

buses. Information and presentations regarding PECCS will be provided to those community groups and agencies that provide services to at-risk families and children. Presentations will be made to local middle schools through cooperation of Natchez District 130 school officials. Parents and community leaders will be part of the recruitment and presentation process. Petition forms will be circulated at shopping centers. Advertising placards will be posted on city buses.

A dedicated PECCS informational Facebook page has been launched and is available at <https://www.facebook.com/PhoenixECCS?fref=ts>.

A dedicated PECCS website, www.phoenixeccs.org, is under construction. PECCS will use its website and Facebook page for continuing and ongoing communication with parents and the community. Family events will be hosted at the school. Additionally, PowerSchool, the PECCS chosen student information system, will allow parents on-line access teachers, administrators, and school calendars.

Enrollment into Phoenix Early College Charter School will be by open lottery. If the number of applications exceeds the number of seats allotted, applications will be drawn to fill the seats. The remaining applications will be drawn and placed on the PECCS waiting list for seats that may become available.

Intent to Enroll Forms are in circulation in the Natchez-Adams community. Completed and collected forms are included in Attachment B.

C. Operations

1. Transportation

PECCS plans to meet the transportation needs of its pupils, particularly the transportation needs of low-income and at-risk students, by taking advantage of existing units of public transportation available to secondary school students. Those units include Natchez Public Transit System (NTS) and public school bus services. Youth daily and/or monthly pass cards will be provided to eligible students in need of transportation funding. PECCS will provide transportation to students outside the normal transit routes.

Parking for student operated automobile transit will be made available on the PECCS campus site. Families who provide their own transportation may be eligible for tax deductions through the Internal Revenue Service and / or reimbursement of expenses by the State of Mississippi. PECCS will facilitate families in their procurement of such deductions and/or reimbursement.

The Board of the Phoenix Community Development Foundation will make provisions for transportation expenses through monies designated for "Transportation", in the submitted budget.

Transportation routes and arrangements will be designated upon confirmation of student enrollment.

2. Food service

PECCS will provide breakfast and lunch services to students. It is anticipated that 90% of students will be eligible for free and reduced lunch. This is based on assessment of the current regional demographics.

PECCS will determine eligibility for free and reduced lunch by using parental information forms. PECCS will file for funding for free and reduced lunch eligible students through the sponsoring district.

Aramark Food Services, Valley Services and other vendors, including food services at the partnering College, will be solicited for bids for meal provision.

Eleventh and twelfth grade students may also participate in PECCS meals but may also have the option to seek meals at the partnering college cafeteria. Upper class students could be eligible to receive a lunch card for meals for use at the cafeteria.

3. Insurance

Risk Management

Phoenix Early College Charter School, per statute, will operate as a discreet entity. Phoenix Community Development Foundation, Inc. will be solely responsible for all legal responsibilities regarding the operations of Phoenix Early College Charter School. Any questions regarding the respective legal liability of the Phoenix Early College Charter School and the sponsoring Board will be addressed within the pursuing contract. Applicable insurance coverage, regarding Phoenix Early College Charter School, is as follows:

1. Worker's Compensation and Employer's Liability Insurance. Workers' compensation insurance as required by state law. Employer's liability for employee accidents or diseases. (Employer's Liability Insurance Limits: \$100,000 per employee; Aggregate Limit for disease: \$500,000.)
2. Commercial General Liability Insurance. For personal Injury and property damage liability, and premises and operations, including independent contractors, contractual liability, and products/completed operations coverage. The charter school shall have its general liability insurance endorsed to provide that the sponsoring District is named as an additional insured.
3. School Board Legal / Professional Liability Insurance. To protect the charter school and its directors and officers from liability claims arising from wrongful acts, errors or omissions that do not involve bodily injury or property damage. (Limits: \$1,000,000)
4. Commercial Automobile Liability Insurance. For bodily injury or property damage arising from owned, leased, hired or non-owned vehicles used by the charter school. (Combined Single Limit: \$1,000,000)
5. Umbrella (Excess) Liability Insurance. To provide excess protection over underlying general and professional liability coverages. (Limit: \$2,000,000)
6. Property Insurance. To insure the replacement value of school property, including property for which the charter school is contractually responsible, by lease or other agreement, for loss or insurance from "all risks" of physical loss or damage. Such insurance shall cover boiler and machinery exposure and business interruption/extra expense losses.

4. Partnerships / Contractual Relationships

Phoenix Community Development Foundation, Inc. will enter into a consultation contract with Charter Pros, Inc., the charter school consulting firm developed from and by the management staff of Robertson Charter School of Decatur (IL). The contract will specify the relationship between Charter Pros and Phoenix Community Development Corporation, Inc. and will include an accountability plan for assessing Charter Pros' performance. Charter Pros services will include board development and training, back office functions (i.e. handling of all accounts receivable, accounts payable, payroll, recording of all income and expenses), staff screening and training, professional development services, marketing and public relations, and service contract negotiations. Services from Charter Pros will eliminate the need for PECCS to hire an Executive Director, Business Manager or other business office staff.

Other services, such as nursing or social work, will be outsourced.

D. Facilities

The charter school will be located within the city of Natchez, preferable on the campus of Alcorn State University. On March 7, 2014, Administrators at Alcorn State University verbally expressed their interest in providing the facilities for Phoenix Early College Charter School. A meeting to examine available space is scheduled for the week of March 21, 2014.

Space needs for the first year of operation are expected to be available in underutilized existing building of the Alcorn State University Campus. Shared use of laboratories, classrooms and other common area resources would be arranged with the partnering college(s). If facilities for expansion become necessary for future years, the installation of temporary classrooms would be established while a separate charter school building can be built.

E. Start-up Plan

The start-up plan for Phoenix Early College Charter School begins with the approval of the charter proposal. In a state where zero-year funds are not available, philanthropy will be very important for PECCS. Philanthropy of course begins with the approval and being able to partner with local businesses, manufacturers, and philanthropist for this is viable project. The development of a prepared workforce, students with college credits, and developing the leaders of tomorrow are the draws for contributors. The Phoenix Community Development Foundation has ongoing banking relationships with Jefferson Bank in Fayette, Mississippi and will rely on a line of credit in the event of any shortfall in fundraising.

The fall of 2014 will have three major focuses. The first goal is solidifying philanthropy. The Phoenix Community Development Foundation, along with the Board of Directors, will be working hard to reach the goal of \$100,000 a year for the first three years of operation. It will be very easy to display financial solvency to potential donors after year 3 and PECCS feels very comfortable that we have not overestimated our potential to fundraise for the first three years. The second goal for fall of 2014 is our recruitment season as PECCS begin targeting at risk 8th grade students in the city of Natchez. PECCS will be getting information to parents through churches, local radio and television media, local schools, mass mailings, billboards, and community forums. Applications for the 2015 school year will begin circulating in November of 2014 and those applications for admittance will be due by February 27, 2015. In November of 2014, the Board of Directors will look to complete the third task of the fall which is the

hiring process of the School Leader. The Board of Directors will begin by interviewing the current potential candidate and any others who apply. It is the goal of PECCS for the School Leader to begin work January 5, 2015. The Board will also look to hire a secretary in January of 2015.

The spring of 2015 will be a very busy time with four very important goals to accomplish. The first goal is to finish philanthropy efforts and get final commitments for our three year, \$300,000 goal. The second goal is to begin the training and staff development process for our new School Leader. The Early College model is one that is important to see first-hand so in February of 2015, the School Leader will travel to Greensboro, North Carolina to visit four different early college high schools in the area. The school leader will spend a full day with each principal to get information and advice on what makes an ECCS successful. The third goal will be preparing for the first PECCS school lottery. All applications will be due by February 27, 2015 and the lottery will be hosted at Alcorn State University in Natchez on March 24, 2015 at 6pm. Parents will be welcomed to come out and witness the lottery process. Students will be notified by mail and by phone of their lottery position and will be asked to confirm their acceptance of the seat available to them. Records for those students will be requested and any special education needs will be identified so that staffing can be completed accordingly. The final goal will be staff recruitment. The School Leader and the Board of Directors will attend college job fairs and post job opportunities in the local newspaper, state publications and charter school resources. The PECCS staff will be a talented group of people. It will be the goal of PECCS to find some staff members with dual certifications to meet the scheduling needs of the school.

The summer of 2015 will be bubbling with anticipations as the final preparations are made for a successful first year. The interviewing process for teachers will begin in May of 2015 and all teachers will begin work on July 1, 2015. Final facility needs will be completed with Alcorn State University as the needs for furniture, books, computers, and software are handled as well as a fair rental agreement. The staff will attend the Middle College Consortium Summer Institute in July to help teachers get a better grasp of the early college model, project based learning, and interdisciplinary unit creating. PECCS will have its first annual staff retreat as the consulting partners, the School Leader, and the Board of Directors share the vision, insight, and expectations for the upcoming school year. The retreat will be a dynamic approach to building strong staff relations as everyone will be participating as a mandatory gathering. Finally, students will participate in a 1-day retreat the second week of August to get to know staff, expectations, and the Early College way. They will participate in leadership boot camp and get the opportunity to voice their thoughts and expectations for their new school.

School will begin August 18, 2015 with a half day dedicated to introductions, expectations, interest inventories, and one portion of the iSTEOP benchmark testing which will allow students' ability levels to be gauged so that schedules can be created. PECCS will be off and running developing the leaders of tomorrow and offering students an experience of a lifetime.

Section IV

Education Program

A. Standards and Curriculum

Educational Philosophy

Phoenix Early College Charter School believes that each child can learn. PECCS believes that each student is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire as educators to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas.

Phoenix Early College Charter School believes that learning is a reasonable result when students are engaged in active, meaningful, goal-directed, cognitive initiatives; where administrators, teachers and students work together as partners in the learning environment.

It is the PECCS imperative to create the opportunity for every student to be successful. With this in mind, PECCS will give struggling students opportunities for more instructional minutes to fulfill the needs for remediation. Students will have the opportunity to attend up to 50 additional days of instruction based on their needs. The opportunity will be provided for students to receive from 176 – 230 days of instruction each year according to the students' needs.

Phoenix Early College Charter School challenges the prevailing view about what these targeted students can accomplish in high school. This would be a school that would span the divide between high school and college – to remove the divide for students. Phoenix Early College Charter School would take on the responsibility, not just for preparing students for college, but also for supporting them as they enrolled and sought to complete college courses while they are in high school. Phoenix Early College Charter School would provide students underrepresented in higher education with rigorous academic coursework and comprehensive support services leading to college completion in a partnership between local institutions rather than either the K-12 or postsecondary system standing alone.

Phoenix Early College Charter School will have open enrollment for students in grades 9-12, ages 14-21, who live within the boundaries of Natchez District 130. PECCS will accept students of all academic abilities and will differentiate instruction to address the needs of each student.

The PECCS Design Team envision a school of substance that allows the disenfranchised, often under-motivated student to rediscover meaningful learning through short and long term goal setting, a college environment, and a rigorous and relevant curriculum. The vision is to create an environment with the following characteristics:

- Teachers, parents, and students work together to develop young people who are success driven, goal oriented, confident, and team players
- Students who look at high school as an early phase in their educational pursuits and are anxiously anticipating being life-long learners.
- Leaders who work hard to accomplish goals because they recognize the benefits related to goal oriented living.
- Students who develop skills in writing, math, science and technology that will help them successfully compete in the 21st century global economy

The vision of PECCS includes ensuring that every student achieves 21st century college, technology, and career skills while also gaining the character and leadership tools to be a productive member of society. These student will gain all of these attributes while completing their high school requirements and up to an Associate's degree of college credit.

Standard English and Math assessment practices for entry into the partnering college must and will be maintained. PECCS students will be admitted to the partnering college in accordance with current policies regarding academic rigor, attendance, and conduct, thus following the standard policies of the

partnering college. College staff and faculty will be fully informed of the distinctions inherent in administering dual-credit classes for PECCS students (attendance reporting, semester begin and end times, spring break, parental involvement, etc.).

Phoenix Early College Charter School freshmen and sophomores will take high school classes taught by PECCS high school teachers. PECCS juniors and seniors will participate in full-time dual credit courses using established protocol already in operation at the partnering college. The juniors and seniors will enroll in the partnering college classes taught by college faculty. PECCS will confer high school credit to them, with the partnering college granting college credit. PECCS will be responsible for the students, coordinating activities during the periods of time when college is not in session, to ensure that students meet statutory average daily attendance requirements, as established by the Mississippi State Department of Education. The partnering college will be responsible for ensuring that students are doing college-level work.

The juniors and seniors will be enrolled and attend college classes based on the partnering college schedule, and no change will be required of the faculty. The juniors and seniors will also be subject to college level expectations upon enrolling in college courses. PECCS will have Student Assistant Personnel (SAP) that will act as liaisons between the partnering college faculty and the parents.

Students going into PECCS will be aware of the academic rigor expected throughout their high school experience. Students are put on an academic plan that will prepare them to take college level courses. Throughout their time with PECCS, students will be monitored (through an academic benchmarking program, iSTEPP – System to Enhance Educational Performance) to determine where they are and how close they are to meeting the benchmarks established. For those students who may not be meeting the benchmarks, an additional program(s) will be added into their studies. Examples of the additional program include, completing short classes during breaks (mini-mesters), spending additional time with their Student Assistant Personnel (SAP), focused bimonthly mastery program with A+ Anywhere, Saturday School, library working sessions, and summer school. There will be PECCS staff on campus that will be responsible for their designated students.

Phoenix Early College Charter School students will not be allowed to take remedial courses offered at the partnering college; rather, they have to place in college level of English/Math. If, after their sophomore year, a student is not Math or English eligible for college classes, they will have options. They will be able to take Career and Technical Education courses through the partnering community college (if eligible), or take an intense PECCS course that will give them more appropriate remediation to meet standards.

Social and Emotional Learning standards will be integrated throughout all learning areas. Classroom activities will be designed to align with both the SEL knowledge and skills and knowledge and skills in other learning areas of the Mississippi Common Core Learning Standards.

PECCS standards will be rigorous and not reduced to allow students to pass. Parents are expected to commit to be involved in the education. Both students and their parent(s) are expected to attend an intake interview. Students can only enter PECCS as freshman to keep the flow of education consistent.

During the junior and senior year, PECCS students have to maintain a 2.0 GPA in college courses to remain in the college program without having to take additional special programs. The GPA is calculated every semester. The students will have a weekly meeting and daily library study table time with Student Assistant Personnel (SAP) even during their junior and senior year.

The Mississippi State Board of Education requires a minimum of 24 credit hours to graduate. PECCS will require its students to have 24 high school credit hours, so they will be comparable with the other Mississippi district schools. All students will meet the state high school graduation standards.

The Phoenix Early College Charter School Design Team recognizes that the success of students is dependent upon a school's ability to create a culture that fosters meaningful, sustained relationships between teachers, students, parents, and support staff. After visiting 15 different early college programs in four different states throughout the United States, the team was consumed by the success of students of all genders, race, and socio-economic backgrounds when engulfed in the supportive and caring hands of

exceptional educators who bring their textbooks and their commitment to excellence to school with them every day. State after state, the Design Team watched students earning college credit and stepping up to the rigor of college courses because of an atmosphere of high expectations and the tools necessary to get the job done. PECCS will be very deliberate in duplicating the culture of high expectations, a relentless push towards excellence, and student support that the early college model provides. The roadmap for success will be clearly defined for a PECCS family and the guidance across that map will be navigated clearly by the supportive staff.

Academic Goals and Objectives

1) Numeracy in Mathematics

PECCS will make Adequate Yearly Progress in Mathematics. PECCS will surpass the percentage of students in the state meeting or exceeding standards in Mathematics as measured by the Prairie State Achievement Exam (PSAE) and a minimum score of 20 on the ACT component.

2) Literacy in English

PECCS will make Adequate Yearly Progress. PECCS will surpass the percentage of students in the state meeting or exceeding standards in English as measured by the PSAE and a minimum score of 20 on the ACT component.

3) Competency in Science and Social Science

PECCS will make Adequate Yearly Progress. PECCS will surpass the percentage of students in the state meeting or exceeding standards in Science and Social Sciences as measured by the PSAE and a minimum score of 20 on the ACT component.

4) Literacy in Foreign Language, Spanish

All PECCS students will demonstrate the literacy skills in Spanish necessary for minimum acceptable performance in bi-lingual job-site communications. These achievements will be measured by the Spanish Assessment of Basic English (SABE Test, or a similar test instrument, administered in the month of April during their eleventh grade year.

5) Students earning a High School Diploma

PECCS will graduate 100% of its students with a high school diploma.

6) Students earning college credit

100% of PECCS graduates will earn transferable college credit and/or technical certification(s)

7) Students earning an Associate's degree

60% of PECCS graduates will earn an Associate's degree and/or technical certification(s)

Non-Academic Goals

1) Work Ethic Goals and Objectives

All PECCS students will demonstrate standards of character and behavior that are recognized as requirements for post-secondary academic success and employability. These include, but are not limited to, hard work, personal responsibility, and respect according to school-developed standards, plus Social Emotional Learning (SEL) Performance Descriptors. These standards will be measured by a review of each student's Work Ethics Portfolio, a school-developed rubric.

2) Service Learning Goals and Objectives

All PECCS students will participate in 60 hours of community service over their four years at PECCS. Students will learn the importance of giving back to their community and to those less fortunate.

3) Attendance Rate

PECCS students will have a 95% attendance rate.

4) Parent / Teacher Conferences

85% of parents will attend Parent / Teacher Conferences

5) Student Retention Rate

PECCS will retain 95% of attending students

CURRICULUM

Phoenix Early College Charter School is dedicated to providing a diverse population of students with an outstanding education focused on college and career readiness and state proficiency. PECCS will implement a standards-based, college preparatory curriculum in our students' first two years preparing them to be fully immersed into college courses their final two years. The model is based on a gathering of successful models used by the North Carolina New Schools Project, a state-wide entity that helps develop early college programs in the state of North Carolina, and will be modified to realize the mission and vision of PECCS. The curriculum is designed to ensure 100% proficiency on state standards in English Language Arts, Math, Science and technology as well as a 100% graduation rate and acceptance into college. The curriculum will be fully aligned to the Common Core Standards adopted by the State of Mississippi. There will be 4 major themes to the PECCS curriculum and class structure:

- 1) **Project Based Learning-** a student-centered pedagogy in which students learn a subject in the context of complex, multifaceted, and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by (for example), asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments. Project-based learning provides greater relevance and building of community within the student cohort.
- 2) **Extensive Writing Practice-** Writing skills are very important for students preparing for college. Students at PECCS will be pushed to express themselves on paper in both formal and informal formats. Daily emphasis will be placed on expressing ideas in a creative and correctly formatted manner using The Five Step Writing Process.
- 3) **Higher Level Thinking Skills-** Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge.
- 4) **Character and Leadership Development-** Developing character and leadership traits provides opportunities for planning, decision-making, contributing to school and community, and celebrating our national heritage. Students will gain the imperative skills for setting and achieving their own personal, education and career goals. Empowering youth to become leaders provides opportunities to sustain meaningful relationships, develop a positive self-image, act with integrity, master teamwork skills, participate in the democratic process, and respect their own and others' cultural identities.

Project Based Learning and Interdisciplinary Thinking

Phoenix Early College Charter School is very excited about implementation of Project Based Learning as a pillar of its curriculum. Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Project Based Learning provokes students to encounter and struggle with the central concepts and principles of a discipline. It incorporates cooperative learning as students are placed in teams to solve issues. These issues are tied together as interdisciplinary units so that the theme and project spans through more than one subject.

Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

A great example of a Project Based Learning unit would be answering the question, "Should Americans take responsibility in the purchasing of products produced in countries that use unethical child

labor?” This complex question will force student to work in reading, math, history, and science on the specifics of the topic. Components like how much money is saved, life expectancies for children who experience these conditions, and essays from survivors, will drive students to generate an educated presentation of facts and conclusions.

PECCS curriculum will be shaped using interdisciplinary projects which require project-based learning and cooperative learning. The teachers will develop projects that are relevant and aligned with the Common Core Standards. Those projects will force students to work across the subject disciplines to solve the problem presented. They will then present their solutions to groups of advisors, community leaders, and professors who will judge them on the quality of work, the presentation of ideas, and the defence of the final project. Writing skills and public speaking will be imperative for student success.

Curriculum mapping and unit plans will provide the framework for each course during the first two years of courses at PECCS. Textbooks will be used only as resources and it will be the responsibility of the teacher to create interactive lessons which forces students to use high level thinking skills. Assessment of each topic covered will be established to show mastery on topics and skills before students are allowed to move on. Those who do not show mastery will continue to work on the subject during their freshman seminar course, after-school programing, mini-mesters, and summer school if necessary.

Computerized benchmarking and mastery assessments will be utilized throughout the courses to make sure that students have a clear understanding of the topic. A+ Anywhere computer software will be utilized for this process. The program gives the teacher the opportunity to create short assessment that will help check for mastery and give instant feedback and data for teachers to utilize in making pacing and differentiated instruction decisions. The program also is used to help students work independently on concepts that they may not be comfortable with.

Block Four Hybrid Schedule

To help students with mastery of topics, Phoenix Early College Charter School will utilize a four block hybrid school day schedule. Ninth and tenth grade students will have 4 courses every day for the semester. By working on a smaller number of classes at one time, the students will be able to focus on concepts and work toward mastery. Classes will be 90 minutes a day, five days a week and will be worth 1 full credit. The hybrid addition to the schedule will tie in a 50 minute elective 4 days a week that will be worth .5 credits. The hybrid hour will also be used once a week for an advisory meeting. Extensive research and thought went into the creation of this hybrid schedule that will allow students the opportunity to achieve Calculus by the second semester of their sophomore year. The schedule will also help students be better prepared for the ACT test, which the students must successfully complete before entering any college courses, which will be practiced in the fall of the student’s sophomore year and taken for high stakes in the spring of their sophomore year. Following are two examples of a Freshman Schedule.

1 st hour 8:00-9:30	Honors English 1		1 st hour 8:00-9:30	Spanish 1
2 nd hour 9:35-11:05	Honors Geometry		2 nd hour 9:35-11:05	English 1
Lunch 11:05-11:40			Lunch 11:05-11:40	
3 rd Hour 11:45-1:15	Spanish 1		3 rd Hour 11:45-1:15	Algebra 1
4 th Hour 1:20-2:50	Advanced Biology 1		4 th Hour 1:20-2:50	US Government
Hybrid Hour 2:55-3:45	Freshman Seminar		Hybrid Hour 2:55-3:45	Math Lab

Electives

PECCS will incorporate in its curriculum an elective hour for its students' schedules. The students can choose from 4 electives in year one, and as many as 6 by the end of year two. Some examples would be Art Appreciation, Freshman Seminar, Sophomore Seminar, Drama, Street Law, Choir, Foods and Cultures, Spanish and Music Appreciation. Core teachers who are hired will know that they will also be responsible for teaching an elective and will be given some flexibility of bringing their personal skills and passions into the educational environment. Provision for Drivers Education will be included for age-appropriate PECCS students.

Assessment Tools

Assessment is very important for the success of good schools. It is so important that the proper assessment tools are used so that data can be evaluated and used for student improvement. PECCS will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to compare student's progress over time with the school's goals and the national norms. These assessments include:

- ACT Explorer and Plan Test
- Subject Area Testing Program (SATP2)
- A+ Learning Link
- ISTEAP Benchmark testing
- ACT Test

In addition, PECCS will utilize A+ Anywhere software to help student with mastery of concepts introduced in English, Math, Science, Social Studies, and Spanish. This program allows students to take short assessments daily, weekly, or bimonthly to monitor their progress in a subject or on a topic. The program is aligned to the state standards and the Common Core standards and gives instant data back to the teacher so that he or she can direct instruction based on overall class mastery and individual student mastery.

Methods for addressing students whose baseline aptitude, performance and prior school experience are dramatically below standard: Any student whose performance standards do not reflect the achievement of any Academic or Work Ethic Goal or Objective shall be remediated through the use of the Phoenix Early College Charter School's Individual Learning Plan (ILP). The ILP identifies the student's specific problems and outlines specific actions that will be taken to help the student.

State Requirements

The PECCS curriculum of 24 required credit hours will meet or exceed the State of Mississippi minimum prerequisite requirements for high school graduation which include:

1. Four semesters of language arts.
2. Two semesters of writing intensive course, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
3. Three semesters of mathematics, one of which must be Algebra I and one which must include geometry content.
4. Two semesters of science.
5. Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
6. One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education. (105 ILCS 5/27-22(e))
7. One semester of health, 4 semesters of Physical education, and completion of driver's education.

PE waivers will be utilized in the first two years of rigorous course work at PECCS and will be mandated in the final two years at the partnering community college. Driver's education will be offered in the summer school setting.

College Coursework

Phoenix Early College Charter School students who are enrolled in college courses can be dropped from a college course for failure to meet the course requirements. Dual credit students have to follow the syllabi of the faculty. If the student is dropped, PECCS is responsible to get the student into a special program that is high school equivalent in order for them to meet the credit hour requirement that they missed to make up the hours. The time period they were in a class (from which they were dropped) will then go to being in an PECCS class to get necessary credit hours.

If a student fails to continue in a college course, PECCS will invest in proper credit recovery and the student will be in a supervised setting with a PECCS teacher. In addition to regular course support work, online and paper credit recovery systems that can be used to bring the student current in credit hours. Additional supports could include completing short classes during breaks (mini-mesters), spending additional tutoring time with their Student Assistant Personnel (SAP), focused bimonthly mastery program with A+ Anywhere, library working sessions, and summer school.

The faculty will treat PECCS students the same as the other college students. PECCS will have consistent communication with the parents. If it is a college course, then a FERPA waiver must be on file that establishes that the student allows the partnering college to communicate with student parents. The PECCS Student Assistant Personnel (SAP) / college liaison will be the person who communicates between the parents and the partnering college faculty. It is common that most dual credit students sign the waiver at the time of enrollment, and PECCS could have all sophomore students sign the waiver.

Students will have a PECCS Student Assistant Personnel (SAP) and study hall time to help them focus on classes to help them pass. If they fall below the required college GPA, they will have to take courses during breaks to bring up their GPA.

Curriculum Guide

English Curriculum Guide

English 1

Course Description: Integrates composition and literature with related language study. Includes grammar, reading, writing, speaking, and listening and vocabulary skills. Regular assessment of skills using iSTEOP benchmark systems, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. Great Source's *Daybooks of Critical Reading and Writing* and *Daily Oral Language* will be used to enhance student's ability to comprehend and diagnose reading and speaking as a critical thinker. The suggested readings in the Common Core Learning standards will be utilized for this course.

Honors English 1

Course Description: Develops excellence in language arts through study of literature and composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi-paragraph essays; includes critical thinking, personal growth evaluation opportunities, stress and time management activities in preparation for college level work; regular assessments using iSTEOP benchmark systems, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards.

Great Source's sophomore version of *Daybooks of Critical Reading and Writing* will be used to challenge the advanced student's critical thinking process. Suggested reading from the Common Core Learning Standards will be utilized in this course. Writing articles, essays, and term papers will be an integrated factor in this course and activities to enhance college-like organization of time and stress will also be integrated.

American Literature

Course Description: Integrates language and writing with various selections of American literature; emphasis on reading, writing, speaking, listening and viewing skills; vocabulary building, research skills; explore the nature of the process of writing. Students discuss, share and revise their works in a workshop setting. Developing a research paper will be required. Regular assessments using the iSTEOP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. Great Source's sophomore version of *Daybooks of Critical Reading and Writing* will be used to challenge critical thinking process. Writing articles, essays, and term papers will be an integrated factor in this course and activities to enhance college-like organization of time and stress will also be integrated.

Honors World Literature

Course Description: Emphasizes language and composition through study of British and American literature; analyze a variety of genres with an emphasis on non-fiction and an overview of literature. Intensive vocabulary study, instruction in research, thinking, reading, speaking, and test prep. Students discuss, share and revise their writing works in a workshop setting. Developed research paper will be required. Regular assessments using the iSTEOP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress..

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. The following textbooks often used for AP courses will be used as supplementary material for this course: *The Craft of Revision; Easy Writer; Everyday Use: Rhetoric at Work in Reading and Writing* along with novels from the list of recommended readings of the Common Core Learning Standards.

Research Paper/Critical Thinking

Course Description: This course will concentrate on the writing and research skills necessary for the college-bound student. Students will develop thesis statements, locate and evaluate source materials, take notes, prepare outlines, prepare work cited pages, and use MLA style sheet as format for research paper writing. This course will give students a firm foundation so that they will have confidence and comfort in college writing.

Honors English 3

Course Description: This is a workshop course in which class activities are essential to your development as a writer, reader, listener, speaker, and thinker. The success of the course, and your successful performance in it, depend upon your participation and contributions, both spoken and written. The course is essentially a writing, reading, listening, speaking, thinking workshop, in which students engage in multiple activities involving these communication skills, while receiving feedback from class members throughout the process, so that they will become more successful in their communication encounters. The basic idea is that students develop a strong sense of self as a writer, reader, listener, speaker, and thinker, an idea that may seem farther away than it actually is. Regular assessments using iSTEOP benchmark

systems, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. The following textbooks often used for AP courses will be used as supplementary material for this course: *Elements of Literature, Fifth Course, Elements of Language, Fifth Course* both by Holt, Rinehart, and Winston, *Slaughterhouse Five* by Kurt Vonnegut and *Macbeth* by William Shakespeare.

Public Speaking and Debate

Course Description: This course will focus in on the tools and strategies of public speaking. Students will learn the basic components of good dialogue, adversarial communication, the importance of tone and voice fluctuation, and persuasive communication. Students will also learn the components of debate like cross examination, rebuttal, courtroom etiquette, cooperative learning skills, and closing. This advanced college prep course will help students feel more comfortable and confident with addressing groups.

Advanced Composition

Course Description: This course is a literature and composition course that seeks to enhance the student's understanding, effective use, and enjoyment of language. The purpose of this course is to prepare students to read, write, and think analytically and creatively, as they will be required to do in college and in the professional world. Literature study will focus on British and world literature. Students will produce a writing portfolio required for graduation. This course will require students to use The Five Step Writing Process in writing assignments, work collaboratively with peers, and work independently.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. The following textbooks often used for AP courses will be used as supplementary material for this course: *Prentice Hall Literature: The British Edition, Beowulf, and The Canterbury Tales along with other significant writings.*

Mathematics Curriculum Guide

Algebra 1

Course Description: This course examines the basic structure of real numbers, algebraic expressions, and functions. The topics studied are linear equations, inequalities, functions and systems, quadratic equations and functions, polynomial expressions, data analysis, probability, and the elementary properties of functions. Mathematical modeling of real-life problems and problem-solving are major themes of the course. Students will have a lab every other day to reinforce Algebra skills that are essential for success. Regular assessments using the iSTEOP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *Saxon Math* series will be used as the Math curriculum for PECCS.

Related Mathematics

Course Description: This course is taken in conjunction with Algebra 1A as a .5 credit course. This course reinforces the essential pre-Algebra and Algebra concepts and skills necessary to function in authentic problem-solving situations. Students focus on skills and applications related to success in Algebra. Students learn how to use technology in the problem-solving process.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *Saxon Math* series will be used as the Math curriculum for PECCS.

Geometry

Course Description: Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate Geometry. Regular assessments using the iSTEOP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *Saxon Math* series will be used as the Math curriculum for PECCS.

Honors Geometry

Course Description: Honors Geometry is designed to explore topics in an organized, logical manner, with an emphasis on proof. Course will cover the regular curriculum in greater depth and detail. Topics will include: inductive and deductive reasoning, points, lines, planes, angles, 2 and 3 dimensional geometric figures, transformations, relationships in triangles, triangle congruence proofs, similarity, and right-triangle trigonometry. Regular assessments using the iSTEOP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *Saxon Math* series will be used as the math curriculum for PECCS.

Algebra 2

Course Description: Algebra 2 is designed to cover topics including equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic function, trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and inequalities, sequences and series. Graphing calculator skills will be taught and used extensively in this course. Throughout this course, students will develop learning strategies, critical thinking skill, and problem solving techniques to prepare for future math courses and college entrance exams. Regular assessments using the iSTEOP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *Saxon Math* series will be used as the math curriculum for PECCS.

Honors Algebra 2

Course Description: Honors Algebra 2 is an intensive, accelerated course intended to prepare students for advanced mathematics courses. Honors Algebra 2 with Analysis focuses on the use of technology and data analysis to develop students' thinking, problem solving, and communication skills. Properties, applications, algebra, and parametric representation of functions; matrix algorithms; and linear, quadratic, radical, exponential, logarithmic, polynomial, and rational functions are studied. Data analysis techniques include the use of re-expression and residuals to find and verify best-fit rules. Applications as well as the properties relevant to advanced mathematics also are studied. Regular assessments using the iSTEOP

benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. Saxon Math series will be used as the math curriculum for PECCS.

Honors Pre-Calculus

Course Description: Honors Pre-Calculus completes the formal study of the elementary functions begun in Algebra 1 and Algebra 2. Students focus on the use of technology, modeling, and problem solving involving data analysis, trigonometric and circular functions, their inverses, polar coordinates, complex numbers, conics, and quadratic relations. Discrete topics include the Principles of Mathematical Induction, the Binomial Theorem, and sequences and series. Regular assessments using the iSTEOP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. Saxon Math series will be used as the math curriculum for PECCS.

Honors Calculus

Course Description: Honors Calculus is formal study of elementary functions is extended in this course. Students apply technology, modeling, and problem-solving skills to the study of trigonometric and circular functions, identities and inverses, and their applications, including the study of polar coordinates and complex numbers. Vectors in two and three dimensions are studied and applied. Problem simulations are explored in multiple representations—algebraic, graphic, and numeric. Quadratic relations are represented in polar, rectangular, and parametric forms. The concept of limit is applied to rational functions and to discrete functions such as infinite sequences and series. The formal definition of limit is applied to proofs of the continuity of functions and provides a bridge to calculus

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. Saxon Math series will be used as the math curriculum for PECCS.

College Prep Math

Course Description: College Prep Math is a course created for 4th semester math students to help prepare for college level math and college entry exams. The course will give an overview of Algebra, Geometry, and Pre-Calculus to prepare students for Math 110.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. Saxon Math series will be used as the math curriculum for PECCS.

Science Curriculum Guide

Earth Science

Course Description: Earth Science is the largest division of the study of Earth. It is concerned with Earth's materials, changes of the surface and interior, and the forces that cause these changes. Changes are interpreted within the context of plate tectonics, the unifying scientific principle of all of the physical Earth sciences. Earth Science also examines the interaction between Earth's weather and climate, the changes of organisms through time (paleontology) as interpreted by organic evolution. Finally, a major

division of Earth Science is astronomy, the study of our solar system, galaxies, the universe, and deep time. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *Earth Science* by Prentice Hall will be the textbook used as well as other supplementary materials.

Physical Science

Course Description: Provides an opportunity for students to develop and communicate an understanding of physics and chemistry. Concepts covered include chemical and physical properties and changes, kinematics, dynamics, energy, waves, electricity, and magnetism. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *Physical Science* by Glencoe will be the text used along with other supplementary materials.

Biology

Course Description: Biology is a course that involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of the cell, genetics, evolution, taxonomy, microorganisms, fungi, plant biology, animal biology, and environmental biology. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *Biology* by Glencoe will be the textbook used for this course along with other supplementary materials.

Chemistry

Course Description: Chemistry is a comprehensive, high school chemistry class with some laboratory experiments. Subjects that will be covered include: matter, gases, thermodynamics, atomic structure, the periodic table, chemical bonds, metals, nonmetals, solutions, chemical kinetics, and organic chemistry. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *General Chemistry, The Essential Concepts* is the textbook that will be used in this course along with other supplementary materials.

Social Science Curriculum Guide

Government

Course Description: This course is a survey of the U.S. Government Structure, systems and political processes focusing on constitutional structures and foundations. Content will include factors that influence U.S. Government. This course prepares students to become responsible/aware members of American society. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. The course will use *American Government* by James Q. Wilson as a textbook, commonly used for AP courses.

World History

Course Description: World History is designed to develop greater understanding of the evolution of global processes and contexts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate *analytical* skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *World Civilizations: The Global Experience*, AP 5th edition, will be the textbook used for this course, commonly used for Advanced Placement world history courses.

World Geography

Course Description: Geography is the study of the physical and cultural landscapes of the Earth. In World Geography, students will study the geography of our planet through a regional lens. The course will explore the different regions of the planet and examine the many physical features and cultures that fill our planet. In this course students will learn to look beyond our state and nation's borders and discover what life is like in other parts of the world. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. *World Geography, Building a Global Perspective* by Prentice Hall will be the text used as well as other significant sources.

Advanced World Geography

Course Description: This course focuses upon the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to situations in the United States. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards will help monitor student progress.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. This course will use *World Geography* by Glencoe as well as other supplementary materials.

Foreign Language Electives Curriculum Guide

Spanish 1

Course Description: Spanish I is an introduction to the Spanish language and culture. Students are introduced to the language such that they learn the grammar as well as how to communicate orally in the language.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. Spanish periodicals will be used throughout the course and the textbook *ASE SE DICE* by Glencoe publisher will be used.

Spanish 2

Course Description: Students of Spanish II will continue to develop language skills in all four areas of communication: listening, reading, writing, and speaking. By the end of the semester-long course, students will be able to communicate in Spanish about many different topics at an intermediate level.

Course Curriculum: Curriculum for this course will start with project based learning and interdisciplinary activities created by teachers that are theme based and centered on the Common Core Learning Standards. Spanish periodicals will be used throughout the course. The textbook *Interacciones* by published by Cengage will be used.

Other Electives

Freshman Seminar

Course Description: This course focuses on helping students adjust to the Phoenix Early College Charter School and the partnering College. Students will get the opportunity to learn helpful organization, test preparation, dealing with stress, time management, and college planning. This class will take tours through portions of the College Campus to help familiarize students with the campus and its many opportunities.

Sophomore Seminar

Course Description: This course focuses on helping students prepare specifically for their college courses. Students will get the opportunity learn organization, test preparation, dealing with stress, time management, and college planning. This class will spend time talking to college counselors and college students and will take college campus visits to 4 year universities.

Street Law

Course Description: This course focuses on educating students on civil and criminal law issues that they encounter daily. It is a very informative course that helps them see every day scenarios that are actually legal issues. The course will incorporate research, debates, and field trips to local courts and law enforcement agencies. Curriculum utilized for this course is the series "When The Cops Come Knocking" by The Townsend Group.

Aerobics

Course Description: This course will serve as both a physical fitness class and a study of exercise science in determining which exercises are most effective to different parts of the body.

Choir

Course Description: This course will serve students interested in the art of vocal music. Student will learn the importance of tone, harmony, and pitch as they work as a group to create a performance model for PECCS.

Weight Training

Course Description: This course will serve as both a physical fitness class and a study of exercise science to determine which weight lifting exercises are most effective to different parts of the body.

Foods and Culture

Course Description: This course will explore the world one region at a time and discuss and create meals from each region. The students will enjoy researching and eating meals from all around the world.

Upper Class Student Coursework

Phoenix Early College Charter School Curriculum for eleventh and twelfth grade students will be that of partnering college. Courses will be individually selected with and for students based upon their skills, achievements and academic/employment goals.

Remediation

It is imperative that all students in Phoenix Early College Charter School have the opportunity to be successful. It is the educational philosophy of PECCS that all students can learn. With this in mind, PECCS will give struggling students opportunities for more instructional minutes to fulfill the needs for remediation. Students will have the opportunity to attend up to 50 additional days of instruction based on their needs. PECCS has built in specific important methods of remediation and interventions to assure that each student has that opportunity for success.

1. Double Blocked Math: Students who enter PECCS not prepared for Geometry will have two class periods of math each day. They will have their Algebra course and a 50 minute Algebra lab each day.
2. After School Tutoring: Students will be able to access tutoring after school to help with concepts that are difficult for them. Teachers and volunteers will be available for students to get the one-on-one attention necessary for success.
3. Saturday School: Students who fall behind on weekly assignments may have to attend Saturday School which will happen the last Saturday of each month for the purpose of never letting a student go into the next month with missing assignments.
4. Mini-mesters: Students who need additional guidance in a particular subject or a series of lessons may be asked to attend school during spring or winter break to get caught up on the topic.
5. Summer School: Summer school will be mandated for students who fail to complete a high school course successfully.
6. Credit Recovery: Students who are removed from a college course will have the opportunity to participate in credit recovery. A student enrolled in a correspondence course will receive high school credit for work completed, provided the course is given by an institution accredited by the Southern Association of Colleges and Schools. A maximum of 2 units of correspondence course credit may be counted toward the requirements for a student's high school graduation.

It is the PECCS imperative to create the opportunity for every student to be successful. It is the philosophy of PECCS that every student can learn. PECCS students will be provided 7.75 hours of instruction per day. This exceeds the current state minimum requirement of 5.0 hours of instruction per day by 2.75 hours. The PECCS 7.75 hour instructional day will provide a minimum of 465 minutes of daily instruction, well in excess of the state minimum requirement of 300 minutes per instructional day. PECCS will provide students with a minimum of 176 days of instruction per year. Mini-mesters, summer programs and other support interventions could provide students, according to their needs, as much as 230 days of yearly instruction.

Identifying Struggling Students and Special Education Needs

Phoenix Early College Charter School will utilize the Three Tier Response to Intervention (RTI) academic and behavioural support process to help students achieve at their highest possible level. Students will be base-line tested during the first week of school to determine in which cohort they will be placed. Once students have been tested, their results will help PECCS determine what classes best serve

the student and to get appropriate assistance for the student and staff. Additionally, every student's special education needs will be identified and addressed.

PECCS will be working diligently to provide proper services for students with disabilities. We will provide services for students with disabilities by hiring appropriate staff, some with dual credentials, to service our students of need. We will also work with the Disability Support Services department at Co-Lin Community College to utilize services available for junior and senior students who are engaged in college courses. Students who enter PECCS with an IEP will receive the appropriate minutes necessary throughout the day and in an extended small group setting to make sure that they are getting the accommodations necessary to be successful. Teachers will receive all relevant information needed from the IEP so that they are making the proper accommodations in the push-in classroom setting. PECCS will also utilize Teacher Aides to help with 504 disability needs and accommodations whenever it is appropriate.

Every student at PECCS will have an Individual Learning Plan (ILP) which incorporates learning styles, strengths, weaknesses, and other important information. A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each PECCS student, including those with Special Education needs. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system. The Principal and the Special Education teacher will have the responsibility of attending IEP transition meetings to collaborate with the teachers and administrators of Natchez District 130 to make a smooth transition for students with disabilities.

High School Graduation Requirements

High school graduation requirements will include 24 credits plus 60 service learning hours. In order to earn a high school diploma, each student must meet all of the following requirements. Some of the courses will be taken for both high school and college credit. A hybrid course will be worth .5 credits.

English/Language Arts	4 credits	Writing must be in 2 courses
Mathematics	3 credits	Algebra and Geometry content mandated
Science	2 credits	
Social Studies	2 credits	US Constitution must be passed
Foreign language	2 credits	Spanish will be the foreign language offered at PECCS
Social Science	1 credits	
Computer Science / Programming	1 credit	
Art or Music Appreciation	.5 credits credit	
Driver Education	1 credit	
Physical Education	2 credits	Includes dance, aerobics, weightlifting, Wii Active course, etc.
Health	.5 credits	
College Readiness	1 credit	
Electives	3 credits	

GRADE REPORTING INFORMATION

One Grade Point Scales: 4.0- A 3.0- B 2.0- C 1.0- D 0.0- F

Grade Criteria

The awarding of the letter grade, based upon objective data, is the responsibility of the teacher. The teacher's grade is final and can only be changed by that teacher or, in an unusual circumstance, by the principal or Board of Directors. If the administration, teacher, or counselor drops a student from a class, an "F" is assigned for that dropped class until equivalent credit recovery has been obtained.

A student may drop a course only if the student has signed permission of the teacher, parent, and counselor, and the dropped course is replaced with a credit recovery course. The procedure to drop a course is as follows: Student and teacher will schedule a meeting outside of class time to discuss the pros and cons of withdrawing from the course. If, after the teacher and student meeting, the student still wants to pursue withdrawing from the course, a student, parent, and counselor meeting will occur to further discuss the pros and cons of the withdrawal.

If any one of the parties does not want the withdrawal to occur, the process stops unless the principal or designee allows the student to withdraw.

Class Rank

The ranking of all students is based on the grade point average computed at the end of each semester. Class rank is based on all **semester** grades. The grade of "F" is included in determining class rank.

Class Structure

To prepare Phoenix Early College Charter School students for college level courses, the first two years of high school courses will utilize many college cultural components uncommon to traditional high school. PECCS will have no bell systems or intercom systems. Students will receive a syllabus for each class and be held responsible for keeping up with assignments due and activities that are approaching. Students will have homework daily and can expect two hours of study time each night. Blackboard Online Services will be utilized to help students keep up with assignments during absences. Cooperative learning and teamwork will be a part of the daily procedures for learning. Time will not be wasted resisting electronic devices and internet use in the classroom; rather students will be instructed and expected to utilize technology in a mature and productive manner.

Cohorts

Students will be administered the iSTEOP benchmark test during the first week of their academic year plus a jobs inventory test. Using the RTI model and career interests, student will be divided into cohorts. Cohort grouping will allow for students with similar abilities and interest to function in a like-minded group and be advised on common issues that will prepare them better for success.

Student Success Monitoring Plan

Phoenix Early College Charter School will have a thorough system for monitoring student progress. Data is extremely important for this type of school and the school's success is based on getting the most out of each student. As all students learn differently and at different speeds, it will be our objective to have each student individually ready for the ACT exam by the end of their sophomore year. Each ninth and tenth grade student's progress will be monitored by three factors:

- 1 A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each student. Student grades and achievement information will be available from and to all staff, to students and parents through our PowerSchool ¹ student information system.
- 2 Using the technology of iSTEOP LLC's "System to Enhance Educational Performance" (STEOP) ², students will be placed in cohorts using Response to Intervention (RTI) ³ tiers and Social and Emotional Learning information. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers.

- 3 Students who need additional help will receive it through additional school day tutoring, after school tutoring, Saturday school, mini-mesters that will occur during winter break and spring break, and summer school.

By using these three implementations, the students of Phoenix Early College Charter School will be prepared for their college courses by the beginning of their junior year. (See Student Success Monitoring Plan Footnotes below)

The College Experience

PECCS will develop a partnership with Co-Lin Community College and Alcorn State University. Alcorn State University will be the host location of the program and will help in the process of getting our students accustomed to the college atmosphere. Co-Lin Community College will provide the PECCS post-secondary curriculum and will allow Phoenix Early College Charter School students to participate in the following types of College Baccalaureate Transfer Programs:

- Marketing
- Hotel Administration
- Elementary Education
- Instrumentation Technology
- Family and Consumer Science
- Respiratory Care Therapy
- Pre-Nursing
- Liberal Arts and Science
- General Studies
- Forestry
- Political Science

PECCS students will also be able to participate in Copiah-Lincoln Community College's numerous available Career and Technical Education Programs which include:

Architectural Engineering Technology	Early Childhood Education Technology
Automation & Control Technology	Electronics Technology
Automotive Technology	Emergency Medical Technology - Basic
Business – four separate certifications	HVAC Technology
Commercial Truck Driving	Hospitality Management Technology
Computer Networking Technology	Medical Laboratory Technology
Construction Equipment Operation	Medical Radiology Technology
Cosmetology	Military Technology
Cosmetology Teacher Training	Nursing Assistant
Culinary Arts Technology	Practical Nursing
Diesel Equipment Technology	Respiratory Care Technology
Drafting & Design Technology	Welding

PECCS students will, as well, be able to participate in the abundance of Co-Lin Community College liberal arts courses including:

Accounting	Geography
Art	Graphics and Drawing
Biology	History
Business Administration	Honors Forums
Chemistry	Health, Physical Education and Recreation
Communications	Humanities
Criminal Justice	Journalism
Computer Science	Leadership

Economics	Mathematics
Engineering	Modern and Foreign Languages
English	Music Applied
Educational Psychology	Music Organizations
Family and Consumer Science	Music Foundations

The college faculty will treat PECCS students the same as the other college students. Once PECCS students enter their junior year, they will be identified in one of two groups. One is the Fully Immersed student who has successfully completed both parts of the ACT college entry exam and is taking a 17 credit hour college schedule with a daily library study window. The other is the Partially Immersed student who has not successfully completed both parts of the ACT college entry exams. These two students groups will be monitored by PECCS in different ways.

Fully Immersed Student

The fully immersed students will have a college counselor that will help with scheduling and college issues. They will also have a college mentor, a successful college student who is willing to help with college life questions and issues. Finally, they will have a PECCS Student Assistant Personnel (SAP) who will receive biweekly progress reports on each student and meet weekly with each during their library study window.

Partially Immersed Student

The partially immersed student will have a college counselor who will help with scheduling. These students may have passed one portion of the college entry exam or neither portion but are eligible to take some college technical and career courses. They will still be involved in the iSTEEP program which will continue to monitor academic achievement and benchmarks. They will also participate in subject matter intensive course work specifically on preparation for the ACT college entry exam. Each student will have a library study window where their PECCS Student Assistant Personnel (SAP) will meet with them to monitor their iSTEEP and ACT test preparedness progress.

Example of a Fully Immersed Schedule

English 101	MWF	8:00-8:50	3 credit hours
Math 110	MWF	10:00-10:50	4 credit hours
Psychology 100	TTH	9:00-9:50	3 credit hours
Astronomy 100	TTH	11:00-11:50	3 credit hours
Early Childhood Education	MWF	1:00-1:50	3 credit hours
Junior Seminar	MTWTF	2:00-2:50	1 credit hours
Library Study Window	MTWTF	3:00-3:45	

Example of a Partially Immersed Schedule

College Math Prep	MTWTF	8:00-9:30	
English 101	MWF	10:00-10:50	3 credit hours
Welding 100	TTH	10:00-10:50	3 credit hours
Sociology 101	TTH	1:00-1:50	3 credit hours
Junior Seminar	MTWTF	2:00-2:50	1 credit Hour
Library Study Window	MTWTF	3:00-3:45	

Phoenix Early College Charter School students will not be allowed to take remedial courses that are offered at the partnering college; rather, they have to place in college level of English/Math. If, after their sophomore year, a student is not Math or English eligible, they will have options. They will be able to take a Career and Technical track of courses through the partnering college or take an intense PECCS course that will give them more appropriate remediation or provide needed interventions to build skills to meet standards.

During the junior and senior year, PECCS students have to maintain a 2.0 GPA in college courses to remain in the program without having to take additional special programs. The GPA is calculated every semester. The students will have a weekly meeting with PECCS Student Assistant Personnel (SAP) even during junior and senior year.

For those students who may not be meeting benchmarks, an additional program(s) will be added into their studies during their daily library study window. Examples of the additional program include, completing short classes during breaks (mini-mesters), spending additional time with their Student Assistant Personnel (SAP), focused bimonthly mastery program with A+ Anywhere, library working sessions, and summer school. There will be PECCS staff on campus that will be responsible for their designated students.

The Final Product

At the end of four years, Phoenix Early College Charter School will graduate a student who is prepared for four-year college matriculation and / or the work force. This student will have experienced more college life, more job shadowing experiences, more character and leadership training, and more public speaking opportunities than the traditional high school student in addition to completing transferable college credits and/or technical certifications.

Student Success Monitoring Plan Footnotes

- ¹ PowerSchool: Pearson Education, Inc. - PowerSchool is the fastest-growing, most widely used web-based student information system, supporting more than 8.5 million students in 50 states and over 50 countries. PowerSchool enables today's educators to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future.

With over 150 reports and thousands of pages and functions, PowerSchool has the most complete feature set of any SIS (student information system) available to educators today. In order to make the system accessible to all users: administrators, teachers, parents and students, PowerSchool has evolved over the last decade to stay abreast of the latest web design standards. Users are presented with a simple and elegant interface that organizes the system in a way that makes sense for users of all experiences and ability levels. (<http://powerschool.com>)

- ² STEEP: iSTEELP, LLC - The System to Enhance Educational Performance (STEELP) is a web-based Data Management Software for screening and progress monitoring within a 3-tier Response to Intervention Model. Web-based system for Tier 2 and Tier 3 intervention progress monitoring creates graphs, aimlines and other essentials for tracking student progress. Indicates rates of progress per week. Administrative dashboard for monitoring fidelity and status of interventions and student progress.
(www.isteelp.com)

- ³ RTI: Response to Intervention (RTI) is "the practice of providing 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions" (Batsche, et al., 2005). This means using differentiated curriculum-based instructional strategies for all learners, providing all

learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

RTI is part of a systematic problem solving process used to organize resources in order to provide assistance in direct proportion to student needs. This process is typically depicted as a three-tier model that utilizes increasingly more intense interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and short-term interventions are provided *in addition to core instruction* to those students who display poor response to the Tier 1 group instruction procedures. Tier 3 consists of intensive and short-term interventions provided *in addition to core instruction and Tier 2 interventions* to increase an individual student's rate of progress. Students who do not display meaningful progress in response to Tier 2 interventions or those that display progress but continue to need supports would be considered for more intensive interventions at Tier 3.

Within each of the three tiers, school teams use a problem solving process to:

1. Define the problem by determining the gap between the student's current performance and the expected level of performance.
2. Analyze the problem using available data to determine why the gap is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
4. Use progress monitoring data to evaluate the effectiveness of the intervention plan.

The three-tier model provides progressively more intensive interventions and supports, coupled with more frequent progress monitoring of student achievement in order to guide the educational planning of students. It is important to note that RTI within a three-tier intervention model is also part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.

B. Pedagogy

Teachers of Phoenix Early College High School will be joining a growing fraternity of early college teachers across the country that gather to share information and effective methods to the model. As future members of the Middle College National Consortium, they will get the opportunity to attend the 2015 Summer Professional Development Institute to gain great knowledge and important developments in the early college methods. There are four major components to the Early College method that will be employed at Phoenix Early College High School:

- 1) Project Based Learning- a student-centered pedagogy in which students learn a subject in the context of complex, multifaceted, and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by (for example), asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments. Project-based learning provides greater relevance and building of community within the student cohort.
- 2) Extensive Writing Practice- Writing skills are very important for students preparing for college. Students at PECCS will be pushed to express themselves on paper in both formal and informal formats. Daily emphasis will be placed on expressing ideas in a creative and correctly formatted manner using The Five Step Writing Process.
- 3) Higher Level Thinking Skills- Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in

explanations, discussions, decisions, performances, and products that are valid within the context of available knowledge and resources.

- 4) Leadership and Character Development- Leadership and character development is very important to the PECCS model. As we attempt to create the leaders of tomorrow, teachers will be placing students in scenarios to develop their leadership qualities and helping them understand the importance of great character in the real world. Students will often be asked to lead and share their opinions on societal issues in think tank formats.

Students will be assessed in the first week of school based on current academic ability, career interest, and special needs. Using iSTEOP, an effective benchmark assessment tool, along with career inventory software, students will be divided into 3 cohorts of 22-25 students. The cohorts will then utilize the national RTI model to differentiate instruction and determine student needs and instructional pace. Because PECCS believes that every student can learn, the investment of tutoring, mini-mesters, and summer enrichment will give students the opportunity to attend from 180 days to 225 days. An ILP(Individual Learning Plan) will be maintained on each student to highlight their most effective learning style, academic strengths and weaknesses, academic progress, and differentiations in teaching techniques that were most effective for the learner. The structure of the school will allow gifted students to soar especially with the college course opportunities starting their junior year. The structure will also create a safe, encouraging environment for students with disabilities to learn, find their niche, and make career decisions. Students with disabilities will receive the appropriate interventions and services by PECCS staff and partnering social work services outsourced by PECCS.

Teachers of PECCS will spend a lot of time in the summer planning out effective project based learning opportunities and interdisciplinary units. They will also receive a group planning time weekly to make sure students are on pace for success and to discuss any potential pitfalls. The individual classroom curriculum will be the responsibility of each teacher utilizing the curriculum that has been laid out. Curriculum mapping will be very important for each teacher with the Hybrid Block 4 schedule because they will have approximately 90-90 minute class periods to effectively cover the full year curriculum of a traditional classroom. Teachers will be expected to create a syllabus for each course to clearly show both administration and parents the plan to effectively cover Common Core expectations and course content effectively and efficiently. Effective online sources like Thinkfinity, Promethean World, and others will be encouraged.

PECCS will use 4 different formative assessments to evaluate student progress, benchmark 3 times a year, make sure that students have completed state requirements, and make sure students are prepared for college level courses at the end of their sophomore year.

- ACT Explorer Test (fall of freshman year)
- iSTEOP (3 times a year freshman and sophomore year)
- ACT Test (spring of freshman year and spring of sophomore year)
- SATP2 Test (Algebra 1 winter of freshman year, English 2 spring of freshman year, Biology 1 spring of freshman years, and US History spring of sophomore year)

iSTEOP benchmark testing is the tool that will drive teacher instructions in the classroom setting. Teachers will have a very good picture of where each student's ability lies and have the ability to shape their instructions to the ability. The project –based learning assignments will be shaped with student's ability in mind and since the benchmark is given 3 times a year, progress monitoring data will be available for instructors to determine what kind of additional tools are needed.

A+ Anywhere is a computerized student management system that allows the teacher to effectively check for mastery before moving to the next topic. The teacher has the flexibility to create test in a matter of minutes and the program will grade the test and also give prescriptions for follow up practice for students who did not show mastery. A+ Anywhere is customized to the state standards and common core standards to assure that the necessary topics are covered effectively. It will still be the responsibility of the teacher to manage the program, teach effective lessons, and be the thermometer for the class to

determine mastery. A+ is just one of the tools that will make the process more time efficient and thorough.

Each day at PECCS will begin with a student gathering in the Auditorium to do daily announcements, expectations, and the recital of an affirmation that reminds the students of expectations. With leadership being a big component of the school's focus, Character Development and Leadership, a curriculum created by Dr. Joseph Hoedel, will be utilized every morning. Topics like leading with character, the power of persuasion, and leading when it's unpopular are components that every PECCS student will receive. The development of a family environment is essential to the early college model and the staff and students will recognize this from the very first day of classes. A student government organization will be created to give the students a voice in the decision making processes of the school. Also students will be given an interest survey at the beginning and end of each year to determine the clubs, organizations, sports, and community service activities that interest them most. The student's voice is very important to a model that emphasizes leadership and high character.

C. School Schedule and Calendar (see also attachment O and P)

It is the PECCS imperative to create the opportunity for every student to be successful. It is the philosophy of PECCS that every student can learn. PECCS students will be provided 7.75 hours of instruction per day. This exceeds the current state minimum requirement of 5.0 hours of instruction per day by 2.75 hours. The PECCS 7.75 hour instructional day will provide a minimum of 465 minutes of daily instruction, well in excess of the state minimum requirement of 300 minutes per instructional day. PECCS will provide students with a minimum of 176 days of instruction per year. Mini-mesters, summer programs and other support interventions could provide students, according to their needs, as much as 230 days of yearly instruction.

D. Progress Monitoring and Assessment

BENCHMARK ASSESSMENTS and SCHOOL-WIDE DATA

Common Core State Standards, adopted by Mississippi State Department of Education, will be the basis of the school secondary curriculum. These standards align with national standards, which will better prepare students for college entry exams and graduation. Small classes and individualized teaching methods will be employed. Personal relationships will be developed between staff and students to assure acquisition of knowledge and skills. Special attention will be paid to support of the at-risk student population. Most eleventh and twelfth grade classes will be taught by College staff to generate dual credit acquisition.

Phoenix Early College Charter School will monitor and evaluate its curriculum through a collaborative process driven by ongoing data analysis. The Principal will monitor the effectiveness of the curriculum and ensure that data reaches teachers and appropriate support reaches individual students.

For consistent, daily tracking of student progress and development, PECCS will employ PowerSchool from Pearson Education, Inc. PowerSchool is the fastest-growing, most widely used web-based student information system, supporting more than 8.5 million students in 50 states and over 50 countries. PowerSchool enables educators to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future.

With over 150 reports and thousands of pages and functions, PowerSchool has the most complete feature set of any SIS (student information system) available to educators today. Users are presented with a simple and elegant interface that organizes the system in a way that makes sense for users of all experiences and ability levels. (<http://powerschool.com>)

To support our RTI program, PECCS will also employ iSTEOP. The System to Enhance Educational Performance (STEOP) is a web-based Data Management Software for screening and progress monitoring within a 3-tier Response to Intervention Model. Web-based system for Tier 2 and Tier 3

intervention progress monitoring creates graphs, aimlines and other essentials for tracking student progress. It indicates rates of progress per week and provides an administrative dashboard for monitoring fidelity and status of interventions and student progress. (www.isteeplearning.com)

Using the technology of iSTEOP, students will be placed in cohorts using Response to Intervention (RTI) tiers. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers.

A designated teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress for each student. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system.

Assessment is very important for the success of good schools. It is so important that the proper assessment tools are used so that data can be evaluated and used for student improvement. PECCS will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to compare student's progress over time with the school's goals and the national norms. These assessments include:

- ACT Explorer and Plan Test
- Subject Area Testing Program (SATP2)
- iSTEOP Benchmark Testing
- ACT College Entry Exam

In addition, PECCS will utilize A+ Anywhere software to help student with mastery of concepts introduced in English, Math, Science, Social Studies, and Spanish. This program allows students to take short assessments daily, weekly, or bimonthly to monitor their progress in a subject or on a topic. The program is aligned to the state standards and the Common Core standards and gives instant data back to the teacher so that he or she can shape the curriculum pace based on overall class mastery and individual student mastery.

Phoenix Early College Charter School will use a combination of research based diagnostic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to measure students' progress over time and the school's goals. They will include:

- Subject Area Testing Program (SATP2) will be administered as required by the State of Mississippi. This test will be given in the following order: Algebra 1 in winter of the freshman year, English 2 spring of freshman year, Biology 1 spring of freshman years, and US History spring of sophomore year. If for some reason a student fails any part of the test, they will get the remediation necessary and be allowed to retest at the end of the next semester.
- ACT exam will also be administered. The ACT test assesses high school students' general educational development and their ability to complete college-level work. PECCS will target an ACT school average score of 23. The ACT test assesses high school students' general educational development and their ability to complete college-level work. PECCS will organize summer and winter ACT mini-mesters and/or Saturday ACT classes in order to prepare students for the test. Since the ACT is used to determine college readiness at Co-Lin Community College, PECCS will administer the ACT to all freshmen in the second semester of their ninth grade year as a baseline indicator of students' skills in English and mathematics and to develop educational plans for improvement in tested skills areas. The ACT will be administered likewise to all sophomores in the second semester of their tenth grade year to determine their readiness for college coursework and to develop educational plans for improvement in tested skill areas. The final ACT test will be taken in the Fall of the Senior year for students looking to move on to 4 year colleges.
- ACT Explorer and Plan Test - Students will take the Plan and Explorer tests in the beginning of their 9th grade year to receive feedback on their strengths and weaknesses on skills necessary for college study. This will serve the students as a guide to their preparation for college.

The combination of these tools will be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and college levels
- Place new students into appropriate instructional programs

PECCS teachers will develop specific strategies based on the analysis of daily and bi-weekly iSTEEP reports. These strategies may include but are not limited to:

- Re-teach a particular topic or benchmark to the whole class
- Place students in appropriate academic support programs such as Saturday school, after school tutoring, mini-mesters, and pull-out programs,
- Re-visit the curriculum and make necessary modifications if students throughout the school are failing to meet the same standards

PECCS will provide extensive training to teachers regarding the use of data to plan instruction. PECCS faculty will be proficient in analyzing data and developing specific strategies to address negative trends. This will be accomplished by modeling, analyzing data as teams, reading, visiting other early college high schools, and listening to presentations.

Phoenix Early College Charter School sets the following student achievement goals:

- 75% of students to achieve Successful competency on the ACT Exam upon completion of Tenth Grade year. 95% by end of first semester of Eleventh Grade year.
- 100% of students to successfully achieve a secondary school diploma upon completion of Twelfth Grade year.
- 100% of students to successfully achieve Transferable College Credits upon secondary graduation.
- 60% of students to successfully achieve an Associate's degree or technical certificates upon secondary graduation.

Phoenix Early College Charter School sets the following school performance goals:

Increase the number of high school students graduating with college credits.

-Students will participate in a structured curriculum pathway that will ensure that 100% of PECCS graduates have college credits. (Statistically students who graduate from high school with college credit continue their post-secondary education at a high rate than those with no college credit.)

-The opportunity will exist for PECCS students to graduate with an Associate's degree from the partnering college.

Increase student daily attendance percentages above the state percentage.

-Statistically students with poor attendance perform lower than those who attend regularly.

-Through a very specific attendance policy and make-up plan, students will demonstrate a responsibility to school attendance which leads to higher achievement.

-Students will be rewarded for excellence in attendance.

An Individualized Learning Plan (ILP) will be created for each student to monitor and increase achievement rates.

-Each student will have an ILP that archives their performance data, establishes their career path plan, and monitors student progress.

-Each student will have long and short term goals in their ILP so that their advisor can help keep them on track to accomplish those goals.

- By creating a system of monitoring progress, students will always be aware how their academic progress is advancing which will help them shape their future goals.

Increase student civil involvement with mandated community service participation.

- PECCS students will complete 60 hours of community service along with a separate school wide community project.

- By teaching students to have a responsibility in improving their community, PECCS will help shape our future community leaders.

Exceed state averages on SATP2.

- Through a rigorous curriculum path, a consistent progress monitoring tool, and a college bound structure, PECCS students will exceed state averages on SATP2.

E. English Language Learners

Students at Phoenix Early College Charter School with limited proficiency in English will achieve proficiency in the English language through the use of the school's services and teaching methods. The PECCS Block 4 Hybrid class scheduling will allow for double blocking of English classes for English Language Learner (ELL) students. PECCS will contract for ESL services as required. PECCS will ensure that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the school in their native language so PECCS will be able to encourage the participation of all parents in the PECCS community.

PECCS faculty will receive instruction on how to identify students suspected of having limited English proficiency as well as how to provide educational instruction. Training will be provided by a certified ELL teacher and/or a state-approved professional development provider. Any student suspected of having limited English proficiency will be evaluated to determine if services are needed. Students classified and receiving education services as an ELL student who subsequently tests above the 40th percentile will be deemed no longer eligible for ELL services.

English Language Learners will have access to all the accommodations and services available to Special Education students listed above.

Any and all PECCS students who need additional help will receive it through evening tutoring, mini-mesters that will occur during winter break and spring break, and summer school.

F. Students with Disabilities and Special Needs

Identifying Struggling Students and Special Education Needs

Phoenix Early College Charter School will utilize the Three Tier Response to Intervention (RTI) academic and behavioural support process to help students achieve at their highest possible level. Students will be base-line tested during the first week of school to determine in which cohort they will be placed. Once students have been tested, their results will help PECCS determine what classes best serve the student and to get appropriate assistance for the student and staff. Additionally, every student's special education needs will be identified and addressed.

Special Education

By fostering a healthy culture that promotes safety, security, strong relationships, and a sense of belonging, Phoenix Early College Charter School will create one of the most critical components for providing a framework to support students with at-risk characteristics. Within this type of environment, students will feel secure in approaching faculty and support staff for assistance. At PECCS, meeting the social and emotional needs of all students is of equal value to addressing academic needs.

Phoenix Early College Charter School believes that learning is a reasonable result when students are engaged in active, meaningful, goal-directed, cognitive initiatives; where administrators, teachers and students work together as partners in the learning environment. In such an environment and with such a

curriculum, students with special educational needs, such as those categorized through Special Education, will be welcomed in the classroom, and the delivery of their special services coordinated with inclusion. In PECCS, every student's special educational needs will be identified and addressed in accordance with federal and state laws and regulations as well as the individual students' Individualized Education Plan (IEP).

PECCS staff and administrator will cooperate fully with all specified Special Education mandates and services. PECCS will ensure that all regular classroom teachers are knowledgeable about individual students identified with disabilities and will work collaboratively with the special education staff in implementing any modifications or accommodations as delineated in the student's IEP. Every teacher of a student with a disability will be provided a copy of the student's accommodations.

Students with disabilities will have equal opportunity with students in regular education to participate in, and where appropriate, receive credit for non-academic, extracurricular and ancillary programs, services and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Programs, services and activities will include, but not be limited to counseling, art and music, transportation, field trips, physical education, and other school-sponsored activities.

A teacher/Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each PECCS student, including those with Special Education needs. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system. A designated staff member will have the responsibility of attending IEP meetings.

Using the technology of iSTEOP LLC's "System to Enhance Educational Performance" (STEOP), students will be placed in cohorts using Response To Intervention (RTI) tiers. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers. (It is important to note that RTI within a three-tier intervention model is also part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.)

Response to Intervention (RTI) is the practice of providing: 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions. This means using differentiated curriculum-based instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

RTI is part of a systematic problem solving process used to organize resources in order to provide assistance in direct proportion to student needs. This process is typically depicted as a three-tier model that utilizes increasingly more intense interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and short-term interventions are provided *in addition to core instruction* to those students who display poor response to the Tier 1 group instruction procedures. Tier 3 consists of intensive and short-term interventions provided *in addition to core instruction and Tier 2 interventions* to increase an individual student's rate of progress. Students who do not display meaningful progress in response to Tier 2 interventions or those that display progress but continue to need supports would be considered for more intensive interventions at Tier 3.

Within each of the three tiers, school teams use a problem-solving process to:

1. Define the problem by determining the gap between the student's current performance and the expected level of performance.
2. Analyze the problem using available data to determine why the gap is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
4. Use progress monitoring data to evaluate the effectiveness of the intervention plan.

The three-tier model provides progressively more intensive interventions and supports, coupled with more frequent progress monitoring of student achievement in order to guide the educational planning of students.

All upper class students, including those with Special Education needs, will have access to the Copiah-Lincoln Community College Disability Support Services department.

Co-Lin Community College is committed to providing accommodations to students with disabilities. Each individual has a basic right to an education in accordance with his or her aspirations, talents, and skills. Support services ensure students with disabilities an equal opportunity to participate fully in the total college experience. The College offers support and accommodations to students with documented disabilities by providing advisement, counseling, adaptive equipment and materials, instructional aids, tutors, note-takers, interpreters, and testing accommodations, as well as many individualized services.

Phoenix Early College Charter School will be responsible to make sure that all Special Education paperwork is accounted for, and the instructors are notified of the accommodations necessary. PECCS will have the ability to determine what level of accommodations the student needs and whether or not the PECCS could provide the necessary level of accommodations. If PECCS cannot provide the accommodation, the student is advised that a particular accommodation is not available. Once a student has applied as dual-credit, they would be eligible to apply for accommodations on the postsecondary level. College faculty will always get notification with regard to the PECCS students. PECCS will advise students to a career choice that would work with their level of abilities.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards, will be given to the student's parents. Parents will be informed of these policies in the parent/student handbook, the school website, the school newsletter, and in individual meetings with parents and their child.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, the student will be disciplined in accordance with those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. A student's family may elect to appeal a decision by the Principal to the Board of Directors. In all events of expulsion, the Principal will work in conjunction with the family to find the best possible alternative setting.

PECCS will include professional development activities that will help teachers serve students with disabilities in the least restrictive environment.

G. Academic Intervention & Acceleration

Incorporated above

H. Gifted and Talented Students

Incorporated above

I. Co-Curricular or Extracurricular Programming

Incorporated above

J. Performance Framework

Financial performance

PECCS has a sustainable financial plans and policies to help ensure a successful program of a long period of time. PECCS will budget conservatively and, in year four, begin to fund a long term facility plan. PECCS will have a Reserve Policy that enables it to address opportunities and challenges in the first few years of operation. PECCS will comply will all local, state, federal requirements regarding

the financial management of the school. This will be done, partially, by having an annual compliance checklist that is all inclusive. PECCS will be assisted in this effort by Charter Pros. Charter Pros was developed out of Robertson Charter School in Decatur, Illinois. Robertson Charter School is in its thirteenth year of operation and is a model, both academically and financially, that many schools around the country pattern after. The PECCS Board of Directors will make a policy decisions, including approval of all budgets. The Board will review all monthly financial reports, as well as check registers for all accounts. Two signatures will be required for all checks – one board member and the principal. Neither the principal nor the signing board member will collect or deposit money. A monthly reconciliation will be performed by an outside accounting firm for all accounts. An annual independent audit will be performed by an outside accounting firm. This audit will be reviewed and approved by the board. PECCS will provide the Authorizing Board with all financial reports and a copy of the annual audit as required by law.

Sustainability

PECCS will be sustainable because of its fiscal management, conservative budgeting, and overall financial plan. This plan includes a Reserves Policy that will fund a reserve (over time) to take advantage of opportunities, cover emergencies, and cover such things as depreciation. The financial plan of the school will be reviewed on a regular basis and updated as needed.

Board performance

The board of directors for PECCS will reflect a broad spectrum of the community. These will include financial, business, education, and community persons. The board will be properly orientated and continuously trained. The training will be provided by outside service providers, as well as attendance at state and national charter school conferences.

Stewardship (including compliance with all applicable laws, regulations and terms of the charter contract)

Incorporated in “Financial Performance” above.

Section V

INSTRUCTIONAL STAFF

A. Teacher Recruitment, Hiring & Retention

Four teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Sciences, will be required the first year. Teaching staff will be recruited through various charter school support networks as well as within the local community. Eight teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Science, will be required for years two and beyond. One para-professional year one and two year two and beyond will be provided to supplement teaching staff. PECCS teachers will report to the Principal. Teachers for fully immersed eleventh and twelfth grade students will be instructors of the College, as those students will be directly enrolled in dual-credit college courses. Those instructors already are certified in higher education standards necessary to provide the dual-enrollment credit offered by PECCS. As some student attrition will occur, partially immersed eleventh grade students will be accommodated within the ninth and tenth grade classrooms and the computer lab.

Teachers will be recruited by advertising positions in a variety of media including local, regional and statewide papers, job boards, university placement services, etc. Resumes are then received. Interviews are set, based on resume information.

Teaching auditions, using a candidate prepared lesson plan, may be held before focus groups of students. Selection will be made based on demonstrated ability in teaching and enthusiasm for the school mission. Teacher auditions will be evaluated using the Phoenix Early College Charter School Teacher Audition Rubric. The school's Principal will be directly responsible for directing this process.

Phoenix Early College Charter School is committed to equal employment opportunity. The School will not discriminate against employees or applicants in the arenas of employment or promotion on any legally-recognized basis, including, but not limited to: race, color, religion, gender, marital status, veteran status, national origin, physical or mental disability and/or age.

Enthusiastic support of the school's mission and goals are essential requirements for all employees.

Job Description: Teacher

Qualifications:

1. Mississippi State Certification in teaching field, or alternative Certification
2. Bachelor's Degree
3. Ability to function effectively as a member of the school staff

Reports To: Principal

Supervises: Instructs and evaluates the work of:

1. Students
2. Student Teachers
3. Volunteers
4. Assists the Principal with the evaluation of Teaching Assistants

Maintains Liaison With:

Parents. Communicates with the parents as the teacher deems necessary, or when requested by parents or administrators.

Job Goal: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

Performance Responsibilities:

1. Maintains an instructional atmosphere that is conducive to a high quality educational program and supportive of the mission of the school.
2. Utilizes a variety of instructional strategies to accommodate individual differences.
3. Provides feedback which includes constructive criticism that motivates students.
4. Has high expectations for daily and long-term student achievement.
5. Organizes and arranges classroom so as to facilitate learning and minimize student disruptions.
6. Sets limits of student behavior which are defined, communicated, and monitored.
7. Keeps up with current developments, research, and literature in his/her teaching field and the field of education.
8. Keeps parents and students informed of each student's academic progress.
9. Teaches in full compliance with curricular requirements of the State of Mississippi and the Phoenix Community Development Foundation Board.
10. Complies with Board Policies, Administrative Regulations, and any Employee Agreements.
11. Participates on an appointive, elective, or volunteer basis in curriculum development process, as required, to periodically review all curricular areas to keep them up-to-date.
12. Plans for the health, safety, and physical well-being of students during instruction.
13. Supervises, evaluates and guides students.
14. Monitors student achievement and performs assessment,
15. Uses data and technology for teaching and learning, interdisciplinary instruction, and project based learning
16. Utilizes community resources for the enrichment of the educational program.
17. Assists in maintaining good school-community relations.
18. Participates, from time to time, in the development of School Policies and Procedures, on an appointive, elective, or volunteer basis.
19. Performs other duties as may be assigned.

Terms of Employment:

Salary to be determined. Benefits as outlined in Employee Handbook. Must maintain professional and courteous attitude and satisfactory job performance (as determined by the Principal).

Evaluation: Performance in the position will be evaluated twice every year.

B & C. Teacher Coaching and Teacher Evaluation

Performance Feedback Plan

Teachers will be regularly observed and evaluated by the Principal. Key criteria for teacher performance assessment will be: 1. Instructional Focus (Pacing, Teaching Strategies & Student Comprehension, Student Assessment) 2. Positive Classroom Environment (Student Knowledge, Culture for Learning, Classroom Procedures, Student Behavior) 3. Positive School Environment (Participation in School Activities, Positive Parental Communication, Positive Colleague Relationships, Adherence to School Policies) 4. Professional Enhancement (Professional Development, Goal Attainment). The Principal will conduct evaluations using the Phoenix Early College Charter School Teacher Evaluation Rubric. There will be two formal evaluations per year. Informal feedback will be ongoing with weekly Principal visits to each PECCS classroom.

Evaluator: Page 1 of 3	Phoenix Early College Charter School Teacher Evaluation Rubric		Teacher: Date:
Focus Area	Unsatisfactory	Satisfactory	Distinguished
A. Instructional Focus			
a. Pacing	Teacher does not keep track of long term planning and pacing.	Teacher implements strategies to keep track of long term planning and pacing.	Teacher demonstrates effective long term planning and makes proper adjustments in the pacing process.
b. Teaching Strategies & Student Comprehension	Teacher does not use effective strategies to increase student learning and comprehension.	Teacher uses effective strategies to increase student learning and comprehension.	Teacher implements multiple strategies to consistently increase student learning and comprehension.
c. Student Assessment	Teacher does not display the ability to create an effective testing environment and gets low results.	Teacher displays the ability to create an effective testing environment and achieves good test results.	Teacher displays the ability to create a highly effective testing environment, achieves excellent test results and adjusts teaching to those results.
d. Self Assessment	Teacher displays minimal knowledge of position held or interest in advancements.	Teacher displays general knowledge and understanding of current position and advancements.	Teacher displays a thorough knowledge and understanding of the current position and seeks advancements.
B. Positive Classroom Environment			
a. Knowledge of student	Teacher makes little or no attempt to acquire knowledge of student's background, skills, or interest and learning styles. Teacher does not use such information in planning.	Teacher demonstrates knowledge of students' backgrounds, skills, interests, and learning styles and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, interests, and learning styles and uses this knowledge to plan for groups of students.

Evaluator: Page 2 of 3	Phoenix Early College Charter School		Teacher:
	Teacher Evaluation	Rubric	Date:
Focus Area	Unsatisfactory	Satisfactory	Distinguished
B. Positive Classroom Environment			
b. Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment and low expectations for student achievement. No promotion of school mission is evidenced.	This classroom represents a culture for learning with a high teacher commitment to the subject and high expectations for student achievement. There is evidence of promotion of the school mission.	In this classroom the teacher demonstrates a passionate commitment to the subject and high expectations for student achievement. Promotion of school mission within the classroom is clearly evident.
	Classroom routines and procedures are either nonexistent or inefficient resulting in the significant loss of instruction time.	Classroom routines and procedures have been established and function smoothly with little loss of instructional time.	Classroom routines and procedures are seamless in their operation as evidenced by no loss of instructional time.
c. Student Behavior	Student behavior is poor, with no clear teacher expectations, and no monitoring of student behavior.	Teacher has established clear standards of behavior and monitors and responds appropriately to student misbehavior.	Student behavior is appropriate within the class. Teacher response to misbehavior is controlled, well thought out, and effective.
C. Positive School Environment			
a. Participation in School Activities	The teacher does not participate in school activities both during school hours and after school.	The teacher participates in school activities both during school hours and after school.	The teacher leads and takes on responsibility in activities both during school hours and after school.
b. Positive Parental Communication	The teacher does not communicate with parents and does not keep a log of parental contacts.	The teacher communicates regularly with parents and keeps a log of parental contacts.	The teacher exemplifies excellence in the area of parental communication and the parents feel well informed of what is going on at school.

Evaluator: Page 3 of 3	Phoenix Early College Charter School		Teacher:
	Teacher Evaluation	Rubric	Date:
Focus Area	Unsatisfactory	Satisfactory	Distinguished
B. Positive Classroom Environment			
c. Positive Colleague Relationship	The teacher does not have positive relationships with colleagues.	The teacher has a positive relationship with colleagues.	The teacher is a leader with colleagues and works to maintain an overall positive staff environment.
Focus Area	Unsatisfactory	Satisfactory	Distinguished
d. Adherence to School Policies	The teacher does not follow all of the school policies.	The teacher adheres to school policies.	The teacher exemplifies excellence in the area of adhering to school policies.
D. Professional Enhancement			
a. Professional Development	No evidence of attendance to a professional conference or workshop.	Evidence of attendance to at least 2 professional workshops or conferences.	Teacher has attended 3 or more conferences and/or workshops and is committed to sharing information learned with others.
b. Goal Attainment	Teacher has not accomplished the personal goal and school initiated goal for the year.	Teacher has accomplished both the personal and school initiated goals.	Teacher not only accomplished both the personal and school initiated goals, but continually demonstrates a commitment to personal growth as evidenced by setting and accomplishing additional goals.

Performance Improvement Plan

Regular meetings and interactions with all staff will be a fixture of this small high school. Much of the decision making regarding student welfare will be made with input from all staff. Student

performance will be tracked and controlled using the Student Success Monitoring Plan. In consultation with the Principal, staff development needs will be regularly assessed.

Teachers identified as below satisfactory in accomplishment of curriculum objectives and student achievement, through observation and use of the Teacher Evaluation Rubric, will meet with the Principal to discuss their performance and consider an individual professional development and/or remediation plan. Remediation for teachers who fail to meet standards may include the assignment of a mentor colleague, required professional development activities beyond those required of all staff, regular submission of lesson plans and other materials that show evidence of improvement in targeted areas, and an enhanced schedule of classroom visits and follow-up meetings, and other provisions determined by the Principal. Teachers whose performance puts them in jeopardy of non-renewal will be notified of that possibility in January of the current school year, and appropriate provisions will be inserted into their professional development plan for the year. Non-renewal decisions will be made and communicated by April 15 of the current school year.

Non-teaching staff will be supported and evaluated in similar ways. They will also have a conference with the Principal to set goals for the year and to make a plan for achieving those goals. The Principal will observe them, and give them a written summary based on the same criteria as those for teachers, as applicable. The primary difference will be that, instead of the teachers' accomplishment of curriculum objectives and student achievement, non-teaching staff will be evaluated based on their accomplishment of the tasks outlined in their job description.

D. Professional Development

Through research of Early College programs across the country, the Phoenix Early College Charter School Design Team is clear that the strength of any early college program lies in the staff development. The Design Team understands the importance of quality professional development and quality partners who are willing to share best practices. The staff of PECCS will be mandated to participate in staff development on four major levels:

- 1) The staff of PECCS, in partnership with the Middle College National Consortium (MCNC), will participate in a four-day Summer Professional Development Institute on early college school format, best practices, and curriculum implementation. Currently, this organization is the leading authority of the early college high school movement and particularly on the model that PECCS has chosen.
- 2) PECCS will bring members of the MCNC to Natchez twice a year for professional development. During the first week of November, PECCS will provide a two-day session without students to help troubleshoot issues that may arise early in the school year.
- 3) PECCS staff will meet weekly to discuss and share internally techniques and discoveries to help colleagues improve their instructional output. Every staff has those who overachieve and go beyond on their research and their ability to find breakthrough techniques. These leaders, along with administration, will have the opportunity to share and troubleshoot.

PECCS will join two national associations that have proven most helpful to early college schools all over the country, the Middle College National Consortium and the Early College High School Initiative. Both organizations are trailblazers in the Early College movement and both organizations have a wealth of experience and resources that will be instrumental in the early development of PECCS. As future members of the Middle College National Consortium, they will get the opportunity to attend the 2015 Summer Professional Development Institute to gain great knowledge and important developments in the early college methods.

PECCS will include professional development activities that will help teachers serve English Language Learners and students with disabilities in the least restrictive environment. PECCS will also provide professional development in Project-Based Learning.

The PECCS calendar provides for one week of professional development prior to the first day of student attendance plus a bi-monthly Professional Development Day. At least one of those days is coordinated with one of the partnering college's Professional Development Days. The mission of the school, its small number of staff, and the intimate environment of such a small school will support collegiality and cooperative partnering of teachers, administrators, paraprofessionals and support personnel on a daily basis.

In support of district partnership, PECCS proposes to include staff from Natchez District 130 in applicable professional development activities.

A school can only rise as high as the level of commitment of its staff and its students. PECCS will do everything in its power to make sure that its staff is fully equipped to help its students perform at the highest level. Because the early college model is new to the state of Mississippi, the Design Team understands the importance of connecting to the right resources and organizations. Phoenix Early College Charter School envisions becoming a training ground for other future early college programs in Mississippi.

E. Pedagogy

Teachers of Phoenix Early College High School will be joining a growing fraternity of early college teachers across the country that gather to share information and effective methods to the model. As future members of the Middle College National Consortium, they will get the opportunity to attend the 2015 Summer Professional Development Institute to gain great knowledge and important developments in the early college methods. There are four major components to the Early College method that will be employed at Phoenix Early College High School:

- 5) Project Based Learning- a student-centered pedagogy in which students learn a subject in the context of complex, multifaceted, and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by (for example), asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments. Project-based learning provides greater relevance and building of community within the student cohort.
- 6) Extensive Writing Practice- Writing skills are very important for students preparing for college. Students at PECCS will be pushed to express themselves on paper in both formal and informal formats. Daily emphasis will be placed on expressing ideas in a creative and correctly formatted manner using The Five Step Writing Process.
- 7) Higher Level Thinking Skills- Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, discussions, decisions, performances, and products that are valid within the context of available knowledge and resources.
- 8) Leadership and Character Development- Leadership and character development is very important to the PECCS model. As we attempt to create the leaders of tomorrow, teachers will be placing students in scenarios to develop their leadership qualities and helping them understand the

importance of great character in the real world. Students will often be asked to lead and share their opinions on societal issues in think tank formats.

Students will be assessed in the first week of school based on current academic ability, career interest, and special needs. Using iSTEOP, an effective benchmark assessment tool, along with career inventory software, students will be divided into 3 cohorts of 22-25 students. The cohorts will then utilize the national RTI model to differentiate instruction and determine student needs and instructional pace. Because PECCS believes that every student can learn, the investment of tutoring, mini-mesters, and summer enrichment will give students the opportunity to attend from 180 days to 225 days. An ILP(Individual Learning Plan) will be maintained on each student to highlight their most effective learning style, academic strengths and weaknesses, academic progress, and differentiations in teaching techniques that were most effective for the learner. The structure of the school will allow gifted students to soar especially with the college course opportunities starting their junior year. The structure will also create a safe, encouraging environment for students with disabilities to learn, find their niche, and make career decisions. Students with disabilities will receive the appropriate interventions and services by PECCS staff and partnering social work services outsourced by PECCS.

Teachers of PECCS will spend a lot of time in the summer planning out effective project based learning opportunities and interdisciplinary units. They will also receive a group planning time weekly to make sure students are on pace for success and to discuss any potential pitfalls. The individual classroom curriculum will be the responsibility of each teacher utilizing the curriculum that has been laid out. Curriculum mapping will be very important for each teacher with the Hybrid Block 4 schedule because they will have approximately 90-90 minute class periods to effectively cover the full year curriculum of a traditional classroom. Teachers will be expected to create a syllabus for each course to clearly show both administration and parents the plan to effectively cover Common Core expectations and course content effectively and efficiently. Effective online sources like Thinkfinity, Promethean World, and others will be encouraged.

PECCS will use 4 different formative assessments to evaluate student progress, benchmark 3 times a year, make sure that students have completed state requirements, and make sure students are prepared for college level courses at the end of their sophomore year.

- ACT Explorer Test (fall of freshman year)
- iSTEOP (3 times a year freshman and sophomore year)
- ACT Test (spring of freshman year and spring of sophomore year)
- SATP2 Test (Algebra 1 winter of freshman year, English 2 spring of freshman year, Biology 1 spring of freshman years, and US History spring of sophomore year)

iSTEOP benchmark testing is the tool that will drive teacher instructions in the classroom setting. Teachers will have a very good picture of where each student's ability lies and have the ability to shape their instructions to the ability. The project –based learning assignments will be shaped with student's ability in mind and since the benchmark is given 3 times a year, progress monitoring data will be available for instructors to determine what kind of additional tools are needed.

A+ Anywhere is a computerized student management system that allows the teacher to effectively check for mastery before moving to the next topic. The teacher has the flexibility to create test in a matter of minutes and the program will grade the test and also give prescriptions for follow up practice for students who did not show mastery. A+ Anywhere is customized to the state standards and common core standards to assure that the necessary topics are covered effectively. It will still be the responsibility of the teacher to manage the program, teach effective lessons, and be the thermometer for the class to determine mastery. A+ is just one of the tools that will make the process more time efficient and thorough.

Each day at PECCS will begin with a student gathering in the Auditorium to do daily announcements, expectations, and the recital of an affirmation that reminds the students of expectations. With leadership being a big component of the school's focus, Character Development and Leadership, a curriculum

created by Dr. Joseph Hoedel, will be utilized every morning. Topics like leading with character, the power of persuasion, and leading when it's unpopular are components that every PECCS student will receive. The development of a family environment is essential to the early college model and the staff and students will recognize this from the very first day of classes. A student government organization will be created to give the students a voice in the decision making processes of the school. Also students will be given an interest survey at the beginning and end of each year to determine the clubs, organizations, sports, and community service activities that interest them most. The student's voice is very important to a model that emphasizes leadership and high character.

Section VI

Governance

A. Governance Philosophy

Phoenix Early College Charter School is established by Phoenix Community Development Foundation, Inc., a not-for-profit corporation, duly registered in the State of Mississippi. The board of directors of Phoenix Community Development Foundation, Inc. will establish policy for Phoenix Early College Charter School. The board of directors will also be responsible for insuring that established policy is executed appropriately and efficiently.

B. Board Capacity and Structure

Board of Directors

Phoenix Community Development Foundation, Inc. board members include Walter Huston, President. President Huston is Consultant / Consulting Firm Owner of Phoenix Development Corporation of Fayette MS, a former Land Use Planner, Economic Development Director and Plans Grant Analyst with an Associate Degree, Co-Lin Community College, a Bachelors Degree University of Southern MS and an MPA program certification from the University of Phoenix; Volley Davis, Vice President. Mr. Davis is a Consultant with Southwest Mississippi Educational Consultants, Fayette MS and has a Masters Degree in Special Education Mental Retardation and Emotional Disturbance from Alcorn State University; Jerolyn Banks, Member. Ms. Banks is a Licensed Clinical Social Worker with Health Systems of Mississippi, Jackson MS and is in Private Practice in McComb MS. She has a Masters Degree in Social Work, Jackson State University; Iretha Beyah, Member. Mrs. Beyah is the Administrative Assistant for Phoenix Project Community Development Foundation AOP program, a Registered Tax Return Preparer and a small business owner with an Associates Degree in Accounting from Co-Lin Community College, and a Bachelors Degree in Business Administration from University of Southern Mississippi. Claudine Starks, Member. Ms. Starks is a Retired MS school teacher / administrator and a Town of Fayette (MS) Alderperson. She has a (Masters Degrees in Elementary Education from Alcorn State University and certification in Educational Administration and Supervision from Alcorn State University.

Phoenix Community Development Foundation, Inc. Board of Directors Resumes

Name: Jerolyn Banks

Current Professional Title and Organization: Licensed Clinical Social Worker; Health Systems of Mississippi, Jackson MS; Private Practice, McComb MS (Masters Degree in Social Work, Jackson State University)

Board Role: Member

Focus / Expertise: Assessment, treatment and referral counseling services to children, teens and adults, and their families

Name: Iretha Beyah

Current Professional Title and Organization: Administrative Assistant for Phoenix Project Community Development Foundation AOP program. Registered Tax Return Preparer. Small Business Owner (Associates Degree in Accounting, Co-Lin Community College; Bachelors Degree in Business Administration, University of Southern Mississippi)

Board Role: Member

Focus / Expertise: Business Administration

Name: Volley Davis

Current Professional Title and Organization: Consultant with Southwest Mississippi Educational Consultants, Fayette, MS (Masters Degree in Special Education Mental Retardation and Emotional Disturbance, Alcorn State University)

Board Role: Vice President

Focus / Expertise: Special Education

Name: Walter Huston

Current Professional Title and Organization: Consultant / Consulting Firm Owner Phoenix Development Corporation of Fayette MS. Former Land Use Planner, Economic Development Director and Plans Grant Analyst (Associate Degree, Co-Lin Community College; Bachelors Degree University of Southern MS; MPA Program University of Phoenix)

Board Role: President

Focus / Expertise: Grant Writing and Development

Name: Claudine Starks Middleton

Current Professional Title and Organization: Retired MS school teacher / administrator; Town of Fayette Alderperson (Masters Degrees in Elementary Education, Alcorn State University; Educational Administration and Supervision, Alcorn State University)

Board Role: Member

Focus / Expertise: Education, teaching/administration/ staff development

Additionally, PECCS envisions developing an Advisory Board of 7-11 members, reflecting an even broader spectrum of the community.

C. Board Oversight

The Phoenix board's primary responsibilities for Phoenix Early College Charter School will include:

1. Facilitate the mission and purpose of PECCS and keep it clearly in focus
 2. Governance
 3. Oversight
 4. Ambassadors for Marketing and Communication
 5. Select the Principal
 6. Support and review the performance of the Principal
 7. Ensure effective organizational planning
 8. Ensure adequate resources
 9. Manage resources effectively, including approval of budgets and expenditures
 10. Determine, monitor and strengthen the programs and services
 11. Enhance PECCS's public standing
 12. Ensure legal and ethical integrity and maintain accountability
 13. Recruit and orient new board members and assess board performance
- (BoardSource "Top Ten Responsibilities of a Nonprofit Board" and have been adapted to the PECCS charter school context. The High Bar 2010 www.reachthehighbar.com)

Governance Performance Goals include maintaining a balanced budget, assuring the sustainability of Phoenix Early College Charter School and assuring compliance with all applicable laws, regulations and terms of the charter contract. Board members will complete training in effective board leadership as arranged and provided by Charter Pros, incorporating the tenets of “Good to Govern” as presented by the National Association of Charter School Authorizers.

Per Mississippi State Open Meetings regulations, Board meetings of Phoenix Community Development Foundation, Inc. are public after the granting of this charter and will continue to be public as long as Phoenix Community Development Foundation, Inc. is operating any Charter Schools in Mississippi. Board meetings are the third Thursday of each month. Board meetings are publicized in accordance to Open Meetings criteria. Board meetings may be rescheduled to meet the needs of the Board and its constituencies.

PECCS will be a public school open to all grade and age-appropriate students within Natchez District 130. PECCS will charge no high school or college tuition to any such student and will not discriminate in its admission on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. PECCS will target at-risk students and their families and will serve children in grade nine in its first year and will increase one grade level each year through grade twelve in its fourth year. (PECCS reserves the right to also serve grade ten in the first year should sufficient seats be available.) Enrollment in the first year will not exceed 75 students in three cohorts of 25 students each. The projected total enrollment of PECCS will be 300 students.

As per Mississippi Charter School law, siblings of pupils enrolled in Phoenix Early College Charter School and pupils who were enrolled the previous year will be allowed preference in enrollment. Children of board members and employees may be allowed preference in enrollment as long as the number of such enrollments does not exceed 10% of total enrollment.

D. Board Status and Compliance

Phoenix Early College Charter School will be established by Phoenix Community Development Foundation, Inc., a Mississippi not-for-profit organization. Phoenix Community Development Foundation, Inc. holds Internal Revenue Service designation as a 501(c)(3) tax exempt organization and was approved on March 10, 1998 and is in good standing. (see Attachment W, Articles of Incorporation)

E. Budget and Policy Narrative

The Board of Directors of Phoenix Early College Charter School will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. The school will use QuickBooks. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles.

The Board of Directors will be responsible for the development of the annual budget. There will also be a mid-year budget revision session each year.

The Board of Directors believes that the best way to ensure its financial success is to minimize “receipts” planning and maximize “expenditures” planning. This actuarially conservative technique allows the school to be prepared for financial surprises.

One of the goals of this business plan is to prepare a framework by which the Phoenix Early College Charter School can be self-sustaining with respect to recurring annual costs. In order to achieve this goal, the Phoenix Early College Charter School is executing a conservative fiscal policy that aims at

developing numerous sources of income (private and public) and an overall spending policy of restraint and caution.

Phoenix Early College Charter School will be an important economic enhancement to the region. Area businesses and corporations are concerned for the educational readiness of the region's workforce. Verbal support has been offered for this concept by area companies and institutions. Their financial support will be solicited in this endeavor.

Philanthropic funds will be used in the facilities expansion plans for the construction of new campus buildings. Those buildings will be equipped with state-of-the-art technology to prepare our students for the economic world of the twenty-first century.

We anticipate that these same corporate sponsors will participate with Phoenix Early College High School in providing job-shadowing, work-place internships, and other professional development opportunities for students and staff alike.

Open lines of communication will be maintained with active and potential philanthropic supporters. Officials of these entities may be solicited for seats on the Phoenix Early College Charter School board of directors.

Internal Financial Controls

Phoenix Early College Charter School will use a set of internal financial control policies. These internal control policies will address compliance with Mississippi statute, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management, and procurement. Below is a description of the processes, systems, and reports that will be put in place in order to manage the school's finances and hold the school fiscally responsible:

1. Financial Tracking and Reporting Tools (Monthly Financial Statements)
2. PECCS will use the QuickBooks accounting software to aid in preparing for monthly financial reports and end-of-year audits. This computer system will be used in parallel with the day-to-day bookkeeping.
3. PECCS will use an electronic check register and bill filing systems.
4. A balance sheet, income statement, and check registers for all accounts will be prepared for monthly board meetings. PECCS will generate financial accounting data in the format required by Illinois Statute. The board of directors will review them to keep track of financial progress and fiscal stability.
5. PECCS will contract for services such as food service and waste management through public and private sources. The Principal will be responsible for soliciting bids from various vendors (office supplies, furniture, telecommunications, etc.) and utilizing this list to make purchases when necessary. It should be noted that central Illinois vendors will be added to the list of vendors used throughout the school, where appropriate.
6. Approximately 65% of the total expenses at PECCS will be spent on people (salaries, benefits, staff recruitment, professional development, and bonuses). PECCS will contract with a private vendor for full payroll services: withholding taxes and other benefit

expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for our employees.

7. PECCS will conduct yearly independent financial audits. The audit report will be submitted to both the Board of Directors and the Mississippi Charter School Authorizer Board. The Finance/Audit Committee along with the Principal will review the preliminary audit report and draft a response to the audit firm if needed. The Principal and the Board of Directors will finalize any such response that is needed cooperatively.
8. An annual budget will be developed and presented to the Board of Directors for review and approval no later than June of each year. PECCS annual fiscal year will be July 1 through June 30. There will be a mid-year budget revision each year to allow for accurate per pupil budget allocations.
9. The Board of Directors will review the monthly prepared financial statements (which include a variance analysis of all items greater than 10% and/or \$50k from the approved budget), approve the quarterly financial statements, and approve any significant changes to the budget.
10. An independently contracted development person (or firm) and the Board of Directors will be responsible for fundraising efforts. The fundraising plans include foundation grants, corporate sponsorships, parent fundraisers, and student fundraisers. The PECCS annual goal will be to generate \$100,000 in the early years in order to offset the costs of purchasing new technology to bring to students, extra school supplies and extra instructional materials for the extra time in the classroom, as well as student field trips, and any shortfall in revenues over expenses.

Section VII

Waivers

Phoenix Community Development Foundation requests no waiver from Mississippi Code § 37-24-47, relating to employment of a nonimmigrant foreign worker at this time.

Section VIII

Conversion Charter School

Not Applicable

Phoenix Early College Charter School is a new start up and not a conversion.

Section IX

Educational Service Provider

Not Applicable

Phoenix Community Development Foundation chooses not to contract with an Education Service Provider to perform the management of Phoenix Early College Charter School. The Board of Directors of Phoenix Community Development Foundation, Inc. will retain all rights to the operation and management of the school.

Section X

Applicant Currently Operating One or More School in Any State or Nation

Not Applicable

Phoenix Community Development Foundation, Inc.
does not operate any schools at this time.

Attachment A

Evidence of support from community partners

Not Applicable.

Letters of support from community partners are not yet available.

Attachment B

Evidence of support from prospective families/stakeholders/community members

See signed petitions and Intent To Enroll Forms below.

Additional Support Petitions and Intent to Enroll Forms
are in circulation.

Phoenix Early College Charter School Proposal - Resident Petition

As a resident in the Natchez area, I support the creation of the Phoenix Early College Charter School.
Contact: PO Box 520, Fayette MS 39060

DATE	NAME	ADDRESS
2/8	Adrian D. Dickerson	
2/9	Patricia Jefferson	
2/10	Loann Gerner	
2-9-14	Bianca Davis	
2-10-14	Victa Campbell	
2-10-14	Thomas White Jr.	
2-16-14	Tobacco Philo	
2-13-14	Alvin Hawkins	
2-13-14	Yeshonda Ware	
2-14-14	Lil' C.C. Reed	
2-14-14	Chaff Wynn	
2-14-14	Shawn H. Thomas	
2-14-14	Angela R. Brown	
2-14-14	Stephon L. Davis	
2-14-14	Carla Smith	
2-17-14	Dana Martin	
2-17-14	Gavin Martin	
2-22-14	Robert Bata	
2-22-14	Angela Lottman	
2/22/14	Ottis Tilton	
2/22/14	Jessie J. Smith	
2/22/14	Thomas L. Smith	
2/22/14	Shomari Smith	
2/22/14	Christopher Legado	
2/22/14	Malik Eard	
3/7/14	Ira Baker	
3/7/14	Carmella Sibley	
3/7/14	Evelyn Knight	
3/7/14	Amye Ashby	
3/7/14	C. Rozzini	
3/7/14	Taria Lambert	
3/7/14	Anitra Lambert	
3/7/14	Robert M. Butler	

1

As a resident in the Natchez area, I support the creation of the Phoenix Early College Charter School.
Contact: PO Box 520, Fayette MS 39060

[illegible]

Phoenix Early College Charter School Proposal - Resident Petition

As a resident in the Natchez area, I support the creation of the Phoenix Early College Charter School.
Contact: PO Box 520, Fayette MS 39060

[illegible]

Phoenix Early College Charter School Proposal - Business Petition

As a business owner / operator in the Natchez area, I support the creation of Phoenix Early College Charter School.

Contact: PO Box 520, Fayette MS 39069

[illegible]

Phoenix Early College Charter School Proposal - Intent to Enroll Form

This confidential Intent to Enroll form is used to demonstrate interest in having your child(ren) enroll at Phoenix Early College Charter School. Signing this intent to enroll does not obligate the student to attend nor does it guarantee admission. However, parents/legal guardians who sign this intent to enroll are indicating a sincere desire to enroll their child(ren) in this school if the Mississippi Charter School Authorizer Board approves the applicant's proposal to open in the Fall of 2015.

School Information		
School Name:	Phoenix Early College Charter School	
Grades Served:	Secondary grades 9 - 12	
Proposed Regional Location:	Natchez-Adams District	
Anticipated Opening Date:	Fall 2015	
School Contact:	Phoenix Community Development Foundation Inc, PO Box 520, Fayette MS 39069	
Parent/Legal Guardian Information		
Parent/Legal Guardian Name:	Charlie & Angela Latham	
Primary Phone:		
Email:	angela.latham47@yahoo.com	
Student's Home Address		
Street Address:		
City:	Natchez	State: MS, Zip: 39120
Student Information		
Please list each child you are interesting in enrolling in the school.		
Student Name:		
Student Name:	Age:	Grade in Fall 2014:
Student Name:	Age:	Grade in Fall 2014:

Parent/Legal Guardian Name (Print)

Angela Latham

Parent/Legal Guardian (Signature)

Angela Latham

Date: 2-22-14

Phoenix Early College Charter School Proposal - Intent to Enroll Form

This confidential Intent to Enroll form is used to demonstrate interest in having your child(ren) enroll at Phoenix Early College Charter School. Signing this intent to enroll does not obligate the student to attend nor does it guarantee admission. However, parents/legal guardians who sign this intent to enroll are indicating a sincere desire to enroll their child(ren) in this school if the Mississippi Charter School Authorizer Board approves the applicant's proposal to open in the Fall of 2015.

School Information		
School Name:	Phoenix Early College Charter School	
Grades Served:	Secondary grades 9 - 12	
Proposed Regional Location:	Natchez-Adams District	
Anticipated Opening Date:	Fall 2015	
School Contact:	Phoenix Community Development Foundation Inc, PO Box 520, Fayette MS 39069	
Parent/Legal Guardian Information		
Parent/Legal Guardian Name:	Shawanda Williams	
Primary Phone:		
Email:	shawanda.williams@rocketmail.com	
Student's Home Address		
Street Address:		
City:	Natchez	State: MS Zip: 39100
Student Information		
Please list each child you are interesting in enrolling in the school.		
Student Name:		
Student Name:	Age:	Grade in Fall 2014:
Student Name:	Age:	Grade in Fall 2014:

Parent/Legal Guardian Name (Print)

Shawanda Williams

Parent/Legal Guardian (Signature)

Shawanda Williams

Date: March 8, 2014

Phoenix Early College Charter School Proposal - Intent to Enroll Form

This confidential Intent to Enroll form is used to demonstrate interest in having your child(ren) enroll at Phoenix Early College Charter School. Signing this intent to enroll does not obligate the student to attend nor does it guarantee admission. However, parents/legal guardians who sign this intent to enroll are indicating a sincere desire to enroll their child(ren) in this school if the Mississippi Charter School Authorizer Board approves the applicant's proposal to open in the Fall of 2015.

School Information		
School Name:	Phoenix Early College Charter School	
Grades Served:	Secondary grades 9 - 12	
Proposed Regional Location:	Natchez-Adams District	
Anticipated Opening Date:	Fall 2015	
School Contact:	Phoenix Community Development Foundation Inc, PO Box 520, Fayette MS 39069	
Parent/Legal Guardian Information		
Parent/Legal Guardian Name:	Cheryl Marsaw	
Primary Phone:		
Email:		
Student's Home Address		
Street Address:		
City:	Natchez	State: MS Zip: 39120
Student Information		
Please list each child you are interesting in enrolling in the school.		
Student Name:		Grade in Fall 2014:
Student Name:		Grade in Fall 2014:
Student Name:	Age:	Grade in Fall 2014:
Parent/Legal Guardian Name (Print)		
Cheryl Marsaw		
Parent/Legal Guardian (Signature)		
Cheryl Marsaw		
Date: March 8, 2014		

Phoenix Early College Charter School Proposal - Intent to Enroll Form

This confidential Intent to Enroll form is used to demonstrate interest in having your child(ren) enroll at Phoenix Early College Charter School. Signing this intent to enroll does not obligate the student to attend nor does it guarantee admission. However, parents/legal guardians who sign this intent to enroll are indicating a sincere desire to enroll their child(ren) in this school if the Mississippi Charter School Authorizer Board approves the applicant's proposal to open in the Fall of 2015.

School Information		
School Name:	Phoenix Early College Charter School	
Grades Served:	Secondary grades 9 - 12	
Proposed Regional Location:	Natchez-Adams District	
Anticipated Opening Date:	Fall 2015	
School Contact:	Phoenix Community Development Foundation Inc, PO Box 520, Fayette MS 39069	
Parent/Legal Guardian Information		
Parent/Legal Guardian Name:	Crystal Davis	
Primary Phone:		
Email:	Sweet-swisha21@yahoo.com	
Student's Home Address		
Street Address:		
City:	State:	Zip:
Natchez	MS	39120
Student Information		
Please list each child you are interesting in enrolling in the school.		
Student Name		
Student Name:	Age:	Grade in Fall 2014:
Student Name:	Age:	Grade in Fall 2014:
Parent/Legal Guardian Name (Print)		
Crystal Davis		
Parent/Legal Guardian (Signature)		
Crystal Davis		
Date:	3-8-14	

Phoenix Early College Charter School Proposal - Intent to Enroll Form

This confidential Intent to Enroll form is used to demonstrate interest in having your child(ren) enroll at Phoenix Early College Charter School. Signing this intent to enroll does not obligate the student to attend nor does it guarantee admission. However, parents/legal guardians who sign this intent to enroll are indicating a sincere desire to enroll their child(ren) in this school if the Mississippi Charter School Authorizer Board approves the applicant's proposal to open in the Fall of 2015.

School Information		
School Name:	Phoenix Early College Charter School	
Grades Served:	Secondary grades 9 - 12	
Proposed Regional Location:	Natchez-Adams District	
Anticipated Opening Date:	Fall 2015	
School Contact:	Phoenix Community Development Foundation Inc, PO Box 520, Fayette MS 39069	
Parent/Legal Guardian Information		
Parent/Legal Guardian Name:	Roger Lee Johnson Jr	
Primary Phone:		
Email:		
Student's Home Address		
Street Address:		
City:	State:	Zip:
Natchez	MS	39120
Student Information		
Please list each child you are interesting in enrolling in the school.		
Student Name:		
Student Name:	Age:	Grade in Fall 2014:
Student Name:	Age:	Grade in Fall 2014:
Parent/Legal Guardian Name (Print)		
Roger Lee Johnson		
Parent/Legal Guardian (Signature)		
Date: 3-8-14		

Phoenix Project Community Development Foundation, Inc.
A 501(c)3 Charitable Organization

Attachment C

School Discipline Policy

A key factor to student success is the safety and security of a well-disciplined environment. The small school environment of Phoenix Early College Charter School will engage all staff members to model appropriate behavior and to intervene if disciplinary issues arise. The Principal will be responsible for administering discipline at the school. A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior.

PECCS proposes to institute a system of Restorative Justice as a form of disciplinary response as needed. Restorative justice is a systemic response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative principles and practices help:

- hold the offender accountable for his or her actions
- provide victims with a safe place to share how the incident impacted him or her
- include members of the community in developing a moral stance and helping the offender in making things right
- develop an effective alternative to the traditional system of school discipline

By “making things right,” restorative practices seeks to knit wholeness back into a community which has been torn; it seeks to repair relationships so students can focus on their school work and reconnect as a member of the learning community.

The restorative justice approach means that PECCS staff will work with students rather than doing things to them or for them. It’s been shown that people are more likely to make positive life changes and adjust their negative behaviors, and be happier, more cooperative and more productive through this approach. Unlike an authoritarian, punitive or overly permissive approach, the participatory or restorative mode enables the students to restore relationships and build community. The restorative model shows a student that one has control over and responsibility for his own life. This approach allows students more autonomy and participation in decision making. With restorative justice, students will learn that the PECCS community is one in which they are all equal, working hard to reach similar goals and working together to arrive at solutions to problems that come up along the way.

The Principal will be responsible for school discipline and may delegate the training and administration of the restorative justice program to other PECCS staff members.

College Discipline

If a dual credit student is disruptive in a college class, the student can be reported to the PECCS Principal who will be on campus. Phoenix Early College Charter School will have consistent communication with the parents and relevant college faculty members. The PECCS will acclimate students to behavioral requirements of the college. The expectation is that exposure to non-PECCS students will cause the students in PECCS to progress to that mentality and behavior. A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior.

In loco parentis/FERPA

A PECCS student in loco parentis/FERPA status would be treated the same as any other student at a

college campus. The high school (PECCS) and postsecondary institution (Co-Lin Community College / Alcorn University) may share information from records of dual-enrolled students (2010 FERPA Guide). While in the K-12 system, parents have certain rights with respect to their children's educational record. These rights transfer to the student when the student reaches the age of 18 or attends a postsecondary school (www2.ed.gov - FERPA). Disclosure of information to parents of students who are dependents for income taxes would apply, allowing the post-secondary institution to share grades and other information from the student's education records with parents (2010 FERPA Guide). PECCS students would have the option to complete a parent/guardian form that allows the college to make contact with the parents, if needed. For instance, this would prevent the need for obtaining tax returns for parents. One of the benefits to having the PECCS at Richland would be that the school administration can be more involved with the PECCS students taking college post-secondary courses. PECCS will be an advocate, establishing student meetings between the parent/student and the school.

Attachment D

School Leader Job Description

The Principal

The Principal will be recruited for his or her expertise in motivating teachers and at-risk students to excel in and out of the classroom. Experience in both secondary and post-secondary education will be a plus. Commitment and adherence to the mission of the school is mandatory. Several qualified candidates have already been identified.

To address the need for high expectations, PECCS will put a focus on hiring an exceptional administrator. This administrator will be hired with the understanding that he/she will work with its college partner and enforce the policies and standards of the college as well as the Early College Charter School. The administrator will understand that the college was here first, and the structure of PECCS will be created around the college and the expectations of the college. Commitment and adherence to the mission of the school will be a mandatory prerequisite.

The board of directors of Phoenix Community Development Foundation, Inc. will be responsible for contracting the chief administrator of Phoenix Early College Charter School. The chief administrator in the first year will be the Principal. An Assistant Principal is projected for years two and beyond.

The Principal will be responsible for creating an orderly, productive, and creative environment for the faculty and staff of Phoenix Early College Charter School.

The Principal, faculty, and staff will be jointly responsible for creating an orderly, productive, and creative environment for the students of Phoenix Early College Charter School.

The Principal will be expected to seek the advice of his or her colleagues at PECCS and to encourage cooperation among all the members of the Early College Charter School's faculty, staff, students, and community members.

The Principal will have the authority to recommend to the board of directors of Phoenix Community Development Foundation, Inc., for final approval, the hiring and firing of any faculty or staff member, consistent with the protection of an employee's civil rights, the laws of the State of Mississippi, and all provisions of the Equal Rights Laws of the United States of America. All employees will be expected to subscribe to the mission of the school. All employment will be at-will.

All employees will pass all required background checks, which will be provided by PECCS through the appropriate state and/or federal law enforcement agency(s). All academic employees will possess the minimum qualifications as prescribed by Mississippi Charter School Law. The Principal will be responsible to obtain, review, and maintain background and certification records for all academic staff.

The Principal will be responsible for the supervision and evaluation of all teachers and staff.

As the chief administrative officer of Phoenix Early College Charter School, the Principal will be responsible for the execution, or delegation of, all policy decisions established by the board of directors.

The Principal will be responsible for informing the board of directors of Phoenix Community Development Foundation, Inc., through the President of the Board, of any matters that are not in keeping with the policy and mission of Phoenix Early College Charter School and the effective education of its students.



School Leader/Principal Job Description

Qualifications:

Education / Certification

- Master's degree in educational administration
- Valid Mississippi mid-management, administrator, principal or other appropriate certificate

Special Knowledge Skills

- Excellent communication skills
- Excellent leadership skills
- Good at negotiations, problem solving and conflict resolution
- Knowledge and understanding of college transition and college readiness resources, research, work, and standards.
- Knowledge and understanding of ECHS model
- Strong knowledge of curriculum and instruction
- Working knowledge of state policies & rules as related to Charter Schools

Job Experience

- Three years or more in one or more of the following roles: Principal, vice principal or instructional leader.
- Success record sustaining new initiatives
- Previous record of high student achievement with high-risk populations
- Record of working well with other administrators
- Previous experience collaborating with an institute of higher education
- Experience managing and supervising staff
- Background experience with school budgeting and finance

Professionalism and Ethics

- Motivated self-starter
- Adheres to ethical standards of the Mississippi Educator Code of Ethics and Standards of Conduct

- Maintains positive working relationships with others
- Demonstrates leadership that is equitable, fair, and tolerant
- Pursues ongoing professional development and growth

Responsibilities:

Curriculum & Instructional Management

- Plan, develop, coordinate, evaluate and supervise instructional programs.
- Include instructional programs, academic supports and relationships that address the needs of special populations, such as LEP, At-Risk, Special Ed.
- Clear plan for assessing and tracking college readiness for all students.
- Monitor lesson planning and delivery to ensure the alignment of curriculum, instruction and assessment, as well as ensuring that lessons meet Common Core objectives, college readiness standards and individual student needs.
- Research and incorporate established best practices for ECHS instruction including differentiated and accelerated instruction, rigorous curriculum and strong academic support programs.
- Supervise and maintain an articulated curriculum plan with the school higher education partner to guarantee the availability of a high school diploma along with 60 college credit hours are available to all PECCS student within a 4 year graduation plan.
- Foster collaboration between PECCS and higher education partner leadership and faculty for the purposes of improved instruction and curriculum alignment.

School / Organizational Climate

- Promote a college going culture that:
 - a. Promotes behavioral expectations and persistence through high school
 - b. Promotes skills and awareness to succeed in college
- Demonstrate awareness of school/community needs and initiate activities to meet those needs.
- Insure student safety and welfare.
- Advance school culture that is aligned to school mission, vision and ECHS best practices.

Administration & Fiscal / Facilities Management

- Manage and maintain facilities for school.
- Research and procure grants for expanded student support services, PECCS sustainability, high quality professional development and other continuous improvement programs.
- Work with higher education partner to negotiate a memorandum of understanding that covers all ongoing financial and in-kind contributions each organization.
- Regularly review and work with partner to revise MOU so that it continues to meet and cover the changing needs of PECCS.
- Locally facilitate and track all budgets for PECCS operation and sustainability.

- Develop and implement a plan for growth from 75-300 students during the first four years of operation.

Partnership with the Community, Higher Education Institute, Workforce & State

- Maintain positive and collaborative relationships with the district and school board.
- Effectively interpret, communicate and implement local, state and federal guidelines.
- Foster feedback and collaboration with workforce partners to support student opportunities.
- Foster feedback and collaboration with parent and community partners to support the students and school.
- Maintain positive and collaborative relationships with the higher education partner institution.

Continuous Evaluation & Improvement

- Establish procedures for continuous improvement in alignment with school mission.
- Develop and implement a school improvement plan.
- Maintain accurate, up-to-date records and data.
- Design, implement and help maintain students' Individualized Learning Plans to track student progress, college readiness, and higher education course success.
- Evaluate and continuously improve staff and faculty professional development effectiveness.
- Evaluate and improve instructional program effectiveness to insure rigor, support and student progress to college coursework.
- Establish sustainable and accurate methods for tracking school and student data for high school and higher education progress and reporting.
- Review, interpret and use data to understand and improve school and student success.

Personnel Management & Leadership

- Hire and staff PECCS for efficient operation and school success.
- Clearly communicate expectations to all staff.
- Model lifelong learning, professionalism and ethics.
- Provide leadership that fosters professional growth of the staff.
- Demonstrate leadership that fosters collaboration with staff.
- Demonstrate leadership that fosters collaboration between staff members.
- Resolve conflicts, obstacles and other issues for staff.
- Establish and supervise implementation of operation procedures and standards.
- Develop and implement new teacher/staff training procedures to indoctrinate into school culture and communicate procedures.
- Delegate responsibilities and assignments fairly and effectively.
- Demonstrate leadership that fosters staff collaboration with higher education faculty.

Student Management & Leadership

- Model lifelong learning, professionalism and ethics.
- Establish and implement clear, vigilant and consistent expectations for behavior and discipline.
- Establish and implement clear and consistent expectations for attendance.
- Insure recruitment materials and school information has reached the entire audience of potential PECCS students, parents, teachers and principals.
- Create complete and fair admissions procedures that target an appropriate student body for PECCS.
- Work with partners to create student activities and opportunities such as clubs, internships, extra-curricular activities, sports, etc.
- Create clear and easy to implement registration procedures for high school and college classes.
- Align and continuously improve instructional programs and student support services with student needs.

Terms of Employment:

Salary is established by the Phoenix Early College Charter School Board.

Evaluation: Performance in the position will be evaluated twice every year.

Attachment E

Identified school leader resume and evidence of capacity to lead, proof of US Citizenship

A School Leader has not yet been confirmed.

A qualified candidate has just been identified. The candidate, a resident of Natchez, holds an Ed.D degree in Educational Leadership, has 25 years experience in the Natchez school district plus Adjunct Faculty status with Alcorn State University. A tentative first interview is scheduled for the week of March 21.

Attachment F

Leadership team job descriptions, resumes, proof of US Citizenship and evidence of capacity to lead

A School Leadership Team has not yet been identified.

See Job Descriptions below.



School Leader/Principal Job Description

Qualifications:

Education / Certification

- Master's degree in educational administration
- Valid Mississippi mid-management, administrator, principal or other appropriate certificate

Special Knowledge Skills

- Excellent communication skills
- Excellent leadership skills
- Good at negotiations, problem solving and conflict resolution
- Knowledge and understanding of college transition and college readiness resources, research, work, and standards.
- Knowledge and understanding of ECHS model
- Strong knowledge of curriculum and instruction
- Working knowledge of state policies & rules as related to Charter Schools

Job Experience

- Three years or more in one or more of the following roles: Principal, vice principal or instructional leader.
- Success record sustaining new initiatives
- Previous record of high student achievement with high-risk populations
- Record of working well with other administrators
- Previous experience collaborating with an institute of higher education
- Experience managing and supervising staff
- Background experience with school budgeting and finance

Professionalism and Ethics

- Motivated self-starter
- Adheres to ethical standards of the Mississippi Educator Code of Ethics and Standards of Conduct
- Maintains positive working relationships with others

- Demonstrates leadership that is equitable, fair, and tolerant
- Pursues ongoing professional development and growth

Responsibilities:

Curriculum & Instructional Management

- Plan, develop, coordinate, evaluate and supervise instructional programs.
- Include instructional programs, academic supports and relationships that address the needs of special populations, such as LEP, At-Risk, Special Ed.
- Clear plan for assessing and tracking college readiness for all students.
- Monitor lesson planning and delivery to ensure the alignment of curriculum, instruction and assessment, as well as ensuring that lessons meet Common Core objectives, college readiness standards and individual student needs.
- Research and incorporate established best practices for ECHS instruction including differentiated and accelerated instruction, rigorous curriculum and strong academic support programs.
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- Develop and implement a school improvement plan.
- Maintain accurate, up-to-date records and data.
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- Evaluate and continuously improve staff and faculty professional development effectiveness.
- Evaluate and improve instructional program effectiveness to insure rigor, support and student progress to college coursework.
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- Demonstrate leadership that fosters collaboration with staff.
- Demonstrate leadership that fosters collaboration between staff members.
- Resolve conflicts, obstacles and other issues for staff.
- Establish and supervise implementation of operation procedures and standards.
- Develop and implement new teacher/staff training procedures to indoctrinate into school culture and communicate procedures.
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- Create complete and fair admissions procedures that target an appropriate student body for PECCS.
- Work with partners to create student activities and opportunities such as clubs, internships, extra-curricular activities, sports, etc.
- Create clear and easy to implement registration procedures for high school and college classes.
- Align and continuously improve instructional programs and student support services with student needs.

Guidance Counselor

Job Description

As a member of a highly motivated and dedicated team of educators, the High School Counselor/Academic Advisor provides academic advisement to high school students for high school/college programs and conducts recruitment activities. This position assists students in identifying and understanding issues and procedures related to their education objectives. The position guides students in their college search and selection and ensure all students are on track for graduation and to attain college credit hours.

Education

Masters Degree in School Counseling or related area

Responsibilities and Duties:

- Provides academic advisement, career information and guidance activities, educational/degree planning, course selection, and related support services for the programs offered by the school
- Assists students and teachers to locate career information related to students' interests and aptitudes, or demonstrates use of files, shelf collections, and other information retrieval systems
- Make presentations to parent and other groups to publicize educational opportunities and activities of the school
- Provides new student group advisement
- Serve as liaison with the college to assure students are attending classes regularly
- Assists students with the transfer of courses

Growth and Development

- Help students assess and enhance their study methods and habits
- Sponsor outside activities approved by the school principal
- Serve as an example for students
- Support mission of Charter

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills

Professional

- Enrich job skills through professional development activities
- Adhere to ethical standards and best practices of state and national school counselor associations

Other

- Gather, manage and file all reports, records and other documents required
- Be active in faculty meeting and assist in staff committees as necessary

Additional Job Related Duties:

- Maintain control in stressful situations
- Extended hours may be required
- Attend Parent and Teacher Organization (PTO) and Board meetings as needed
- Perform other duties as assigned

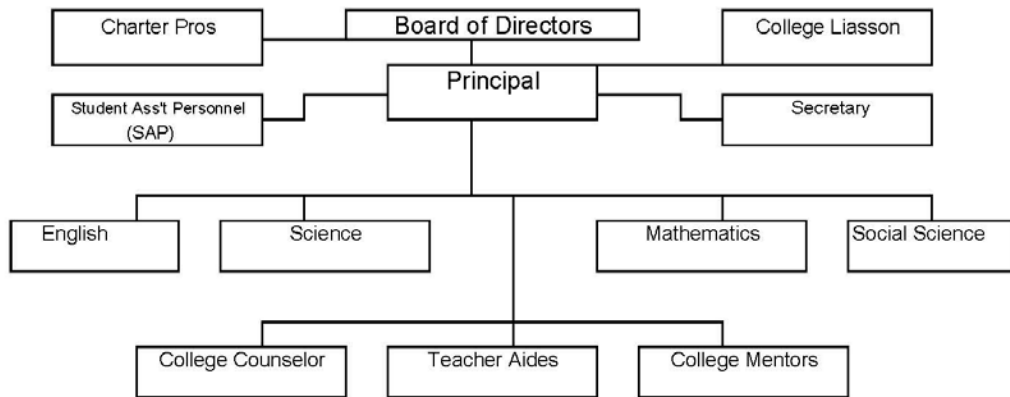
Position Type: Full-time

Positions Available: 1

Attachment G

Organizational chart for School Personnel

**Phoenix Early College Charter School
Organizational Chart**



Attachment H

Personnel roster

Staff	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1	1
Teachers (full time)	0 total	4 total 1-English 1-Math 1-Science 1-Social Studies/Cross Categorical	8 total 2-English 2-Math 2-Science 2-Social Studies/Cross Categorical	8 total	8 total	8 total
SAP staff (full time)	0 total	1 SAP staff	2 total SAP Staff	2 total SAP Staff	3 total SAP Staff	3 total SAP Staff
Office Staff (full time)	1 secretary	1 secretary	1 secretary	1 secretary	1 secretary	1 secretary
Counselor (full time)				1 Guidance Counselor	1 Guidance Counselor	1 Guidance Counselor

Staffing is a priority for Phoenix Early College Charter School. The process will begin with the hiring of a great School Leader and an office secretary in the early spring of 2015. In tandem, the board of directors will begin its search for qualified staff for the 2015-2016 school year. The Principal and board members will attend college job fairs in the area as well as interview potential candidates in the months of May and June.

Four teachers will be hired for year one of operations to begin July 1, 2015 so that training can begin for the upcoming school year. The staff will attend the Middle College Consortium Summer Institute held in July of each year to get a real experience of what Early College means and how it works. It is our intention to find as many dual certified staff members as possible to create flexibility in scheduling. The staff will possess the following certifications among them: English, Math, Science, Social Studies, Spanish, and Cross categorical/Special Education. Since there are only 3 cohorts of students, four teachers allow for planning time for teachers. A Student Assistant Personnel (SAP) will be added in August of 2015 to work along with students and staff at maintaining good Individual Learning Plans (ILPs), monitoring hall traffic, and building positive mentoring relationships with the first year students.

In year 2, four additional teachers will be hired by July 1, 2016 so that the new teachers can again attend the Middle School Consortium Summer Institute and begin staff development. Again we will be seeking teachers with dual certifications in any of the following areas: English, Math, Science, History, Spanish, and Cross categorical/Special Education. PECCS will add a second SAP staff in August of 2016 to continue working as mentors and helping in the maintenance of ILPs.

In year 3, a very important component is added to PECCS and that is the position of Guidance Counselor. The counselor will be hired by July 1, 2017 and will be responsible for helping students transition to college courses and help with scheduling both class times and study/library research time. The counselor

will join in with the principal to take on some administrative duties as deemed necessary. Students who are not fully immersed in college courses will have courses taught by PECCS staff to remediate reading and math skills to get prepared for successfully scoring the necessary entry score on the ACT to begin college courses.

Year 4 staffing adds an additional SAP staff to help with the estimated 80-95 students participating in college courses full time. There will be 2 SAP staff at Copiah Lincoln Community College monitoring and working with groups of 10-15 in a library setting to study, talk about college life, and maintain mentoring relationships to help the counselor troubleshoot and be proactive in helping students be successful. This is the year that we graduate our first class of high school students and students with technical certificates, college credit hours up to an associate degree, and workforce prepared young adults.

Year 5, the staff will maintain the same numbers. It's important to keep in mind that, though our school is projected to have 300 students, the structure of Early College High Schools only needs staffing for 60% of those students as the other 40% will be immersed in college courses. The SAP staff will be the eyes and ears along with the Principal and Guidance Counselor to make sure all is well as our students move on to show the rigor and skills that they learned in their first 2 years with PECCS.

Attachment I

Enrollment policy

Phoenix Early College Charter School will serve students grades 9 through 12 and will target students who are underrepresented in higher education. PECCS will recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners; students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under-credited).

PECCS will be available to ninth grade students during its first year of operation. First year target enrollment will be 75 students in cohorts of 25 students. Grade levels will expand to serve grades nine and ten in the second year, nine through eleven in the third year, and nine through twelve in the fourth year. Maximum enrollment will be 300 students in cohorts of 25 students with 75 students in each of the four grade levels served.

Enrollment into Phoenix Early College Charter School will be by open lottery. If the number of applications exceeds the number of seats allotted, applications will be drawn to fill the seats. The remaining applications will be drawn and placed on the PECCS waiting list for seats that may become available.

Phoenix Early College Charter School will have open enrollment for students in grades 9-12, ages 14-21, who live within the boundaries of Natchez District 130. PECCS will accept students of all academic abilities and will differentiate instruction to address the needs of each student.

PECCS will be a public school open to all grade and age-appropriate students within Natchez District 130. PECCS will charge no high school or college tuition to any such student and will not discriminate in its admission on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. PECCS will target at-risk students and their families and will serve children in grade nine in its first year and will increase one grade level each year through grade twelve in its fourth year. (PECCS reserves the right to also serve grade ten in the first year should sufficient seats be available.) Enrollment in the first year will not exceed 75 students in three cohorts of 25 students each. The projected total enrollment of PECCS will be 300 students.

As per Mississippi Charter School law, siblings of pupils enrolled in Phoenix Early College Charter School and pupils who were enrolled the previous year will be allowed preference in enrollment. Children of board members and employees may be allowed preference in enrollment as long as the number of such enrollments does not exceed 10% of total enrollment.

Per Mississippi standards, charter schools must meet the “80% Rule”. A charter school’s percentage of underserved students (students qualifying for free lunch and/or special education services) must be at least 80% of the percent of underserved students of every age within the traditional school district in which the charter resides (see grid below). Phoenix Early College Charter School’s target population is the underserved students of the Natchez-Adams District. The stated percentage of underserved students per that grid is 91.63%. 80% of the statistic is 73.30%. PECCS will be in compliance with the 80% rule.

Attachment J

Lottery policy

In compliance with Mississippi Charter School Law, enrollment into Phoenix Early College Charter School will be by open lottery. If the number of applications exceeds the number of seats allotted, applications will be drawn to fill the available seats. The remaining applications will be drawn and placed on the PECCS waiting list for seats that may become available.

Phoenix Early College Charter School will have open enrollment for students in grades 9-12, ages 14-21, who live within the boundaries of Natchez District 130. PECCS will accept students of all academic abilities and will differentiate instruction to address the needs of each student.

As per Mississippi Charter School law, siblings of pupils enrolled in Phoenix Early College Charter School and pupils who were enrolled the previous year will be allowed preference in enrollment. Children of board members and employees may be allowed preference in enrollment as long as the number of such enrollments does not exceed 10% of total enrollment.

Attachment K

Transportation Plan

Phoenix Early College Charter School plans to meet the transportation needs of its pupils, particularly the transportation needs of low-income and at-risk students, by taking advantage of existing units of public transportation available to secondary school students. Those units include Natchez Public Transit System (NTS) and public school bus services. Youth daily and/or monthly pass cards will be provided to eligible students in need of transportation funding. PECCS will contract to provide transportation to students outside the normal transit routes.

Parking for student operated automobile transit will be made available on the PECCS campus site. Families who provide their own transportation may be eligible for tax deductions through the Internal Revenue Service and / or reimbursement of expenses by the State of Mississippi. PECCS will facilitate families in their procurement of such deductions and/or reimbursement.

The Board of the Phoenix Community Development Foundation has made provisions for transportation expenses through monies designated for “Transportation”, in the submitted budget.

Transportation routes and arrangements will be designated upon confirmation of student enrollment.

Attachment L

School Facilities Questionnaire

School Facility Questionnaire

School Name: Phoenix Early College Charter School					
Primary Contact for Facility Planning: Volly Davis, Board President					
Telephone: (601) 807 3632 (Cell)			Email: davis.volley@yahoo.com		
Provide grade levels and student enrollment estimates for the first five years. Replace "Year 1" with the academic year the applicant plans to open, and then "Years 2-5" with the subsequent years.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades	9	9-10	9-11	9-12	9-12
Enrollment	75	150	225	300	300
School District in which charter school will be located: Natchez-Adams					
Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: (Note: Charter school has right of first refusal for vacant school facility.)					
Facility #1: Under-utilized space at Alcorn State University					
Facility #2: Under-utilized space at Copiah-Lincoln Community College					
Facility #3: Vacant commercial property(ies) near Copiah-Lincoln Community College					
On March 7, 2014, Administrators at Alcorn State University verbally expressed their interest in providing the facilities for Phoenix Early College Charter School. A meeting to examine available space is scheduled for the week of March 21, 2014.					
Are you interesting in investigating the possibility of occupying a district-owned facility should a district-owned facility be available?					
Phoenix Community Development Foundation will consider any appropriate facility.					

Core Classroom Requirements

Baseline assumption for number of students per classroom:		
Year 1	Year 2	Year 3
25 x 3	25 x 6	25 x 7
Administrative/Support Spaces		
Main Office	Yes	No
If yes, list number of private offices needed (e.g., principal, AP, etc.): Main office/principal/counselor/college liaison	4	
Satellite Office	Yes	No
Work Room/Copy Room	Yes	No
Supplies Storage	Yes	No
Teacher Work Room(s)	Yes	No
If yes, list number of work/planning rooms needed.	1	
Number of art rooms (with or without kiln)	Yes	No
Number of computer labs	Yes	No
Library Media Center (LMC)	Yes	No
Performance/Dance Room	Yes	No
Auditorium	Yes	No
Other (list room type and number)		
Physical Education/Athletic Requirements		
Locker Rooms	Yes	No
Weight Room	Yes	No
Field(s) – soccer, football, multipurpose	Yes	No
Baseball Field	Yes	No
Softball Field	Yes	No
Other (please list): aerobics/dance/fitness	Open commons area	
Other Needs		
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	Open commons area	
Spaces not addressed and/or special considerations:		
School Lunch Requirements		
Food Preparation/Distribution Center		
Eating Area		

Attachment M

Facilities Floor Plan

A facility has not yet been secured.

Attachment N

Start Up Plan

The start-up plan for Phoenix Early College Charter School begins with the approval of the charter proposal. In a state where zero-year funds are not available, philanthropy will be very important for PECCS. Philanthropy of course begins with the approval and being able to partner with local businesses, manufacturers, and philanthropist for this is viable project. The development of a prepared workforce, students with college credits, and developing the leaders of tomorrow are the draws for contributors. The Phoenix Community Development Foundation has ongoing banking relationships with Jefferson Bank in Fayette, Mississippi and will rely on a line of credit in the event of any shortfall in fundraising.

The fall of 2014 will have three major focuses. The first goal is solidifying philanthropy. The Phoenix Community Development Foundation, along with the Board of Directors, will be working hard to reach the goal of \$100,000 a year for the first three years of operation. It will be very easy to display financial solvency to potential donors after year 3 and PECCS feels very comfortable that we have not overestimated our potential to fundraise for the first three years. The second goal for fall of 2014 is our recruitment season as PECCS begin targeting at risk 8th grade students in the city of Natchez. PECCS will be getting information to parents through churches, local radio and television media, local schools, mass mailings, billboards, and community forums. Applications for the 2015 school year will begin circulating in November of 2014 and those applications for admittance will be due by February 27, 2015. In November of 2014, the Board of Directors will look to complete the third task of the fall which is the hiring process of the School Leader. The Board of Directors will begin by interviewing the current potential candidate and any others who apply. It is the goal of PECCS for the School Leader to begin work January 5, 2015. The Board will also look to hire a secretary in January of 2015.

The spring of 2015 will be a very busy time with four very important goals to accomplish. The first goal is to finish philanthropy efforts and get final commitments for our three year, \$300,000 goal. The second goal is to begin the training and staff development process for our new School Leader. The Early College model is one that is important to see first-hand so in February of 2015, the School Leader will travel to Greensboro, North Carolina to visit four different early college high schools in the area. The school leader will spend a full day with each principal to get information and advice on what makes an ECCS successful. The third goal will be preparing for the first PECCS school lottery. All applications will be due by February 27, 2015 and the lottery will be hosted at Alcorn State University in Natchez on March 24, 2015 at 6pm. Parents will be welcomed to come out and witness the lottery process. Students will be notified by mail and by phone of their lottery position and will be asked to confirm their acceptance of the seat available to them. Records for those students will be requested and any special education needs will be identified so that staffing can be completed accordingly. The final goal will be staff recruitment. The School Leader and the Board of Directors will attend college job fairs and post job opportunities in the local newspaper, state publications and charter school resources. The PECCS staff will be a talented group of people. It will be the goal of PECCS to find some staff members with dual certifications to meet the scheduling needs of the school.

The summer of 2015 will be bubbling with anticipations as the final preparations are made for a successful first year. The interviewing process for teachers will begin in May of 2015 and all teachers will begin work on July 1, 2015. Final facility needs will be completed with Alcorn State University as

the needs for furniture, books, computers, and software are handled as well as a fair rental agreement. The staff will attend the Middle College Consortium Summer Institute in July to help teachers get a better grasp of the early college model, project based learning, and interdisciplinary unit creating. PECCS will have its first annual staff retreat as the consulting partners, the School Leader, and the Board of Directors share the vision, insight, and expectations for the upcoming school year. The retreat will be a dynamic approach to building strong staff relations as everyone will be participating as a mandatory gathering. Finally, students will participate in a 1-day retreat the second week of August to get to know staff, expectations, and the Early College way. They will participate in leadership boot camp and get the opportunity to voice their thoughts and expectations for their new school.

School will begin August 18, 2015 with a half day dedicated to introductions, expectations, interest inventories, and one portion of the iSTEOP benchmark testing which will allow students' ability levels to be gauged so that schedules can be created. PECCS will be off and running developing the leaders of tomorrow and offering students an experience of a lifetime.

Attachment O

School Calendar

Phoenix Early College Charter School
School Year 2015-2016

Registration/ Orientation	Aug. 14 th
First day of class (early dismissal)	Aug. 18 th
Labor Day (NS)	Sept. 7 th
PDW* (early dismissal)	Oct. 9 th
Columbus Day (NS)	Oct. 12 th
Midterm Exams	Oct. 22 nd -23 rd
Parent/Teacher Conf. (early dismissal)	Oct. 30 th
Thanksgiving Break (NS)	Nov. 23 th -27 th
Winter Break (NS)	Dec. 23 rd -Jan 4 th
Mini-mester	Dec. 28 th -30 th
Return from Winter Break	Jan. 5 th
Final Exams	Jan. 7 th -8 th
End of 1 st Semester	Jan. 8 th
Teacher Institute (NS)	Jan. 11 th
MLK Birthday (NS)	Jan. 18 th
President's Day (NS)	Feb. 18 th
Midterm Exams	Mar. 10 th -11 th
Spring Break	Mar. 14 th -18 th

PDW* (early dismissal)

April 7th

Good Friday (NS)

Apr. 8th

National Charter Week

May 2nd-6th

Final Exams

May 25th -26th

Last Day of School

May 27th

Key:

180 student days of attendance (90 each semester)

NS – no school attendance

*PDW- Professional Development Workshop. Half day

Teacher Institute- Staff training

Attachment P

Daily Schedule Samples

Block Four Hybrid Schedule

To help students with mastery of topics, Phoenix Early College Charter School will utilize a four block hybrid school day schedule. Ninth and tenth grade students will have 4 courses every day for the semester. By working on a smaller number of classes at one time, the students will be able to focus on concepts and work toward mastery. Classes will be 90 minutes a day, five days a week and will be worth 1 full credit. The hybrid addition to the schedule will tie in a 50 minute elective 4 days a week that will be worth .5 credits. The hybrid hour will also be used once a week for an advisory meeting. Extensive research and thought went into the creation of this hybrid schedule that will allow students the opportunity to achieve Calculus by the second semester of their sophomore year. The schedule will also help students be better prepared for the ACT test, which the students must successfully complete before entering any college courses, which will be practiced in the spring of the student's sophomore year and taken for high stakes in the spring of their junior year. Following are two examples of a Freshman Schedule.

1 st hour 8:00-9:30	Honors English 1		1 st hour 8:00-9:30	Spanish 1
2 nd hour 9:35-11:05	Honors Geometry		2 nd hour 9:35-11:05	English 1
Lunch 11:05-11:40			Lunch 11:05-11:40	
3 rd Hour 11:45-1:15	Spanish 1		3 rd Hour 11:45-1:15	Algebra 1
4 th Hour 1:20-2:50	Advanced Biology 1		4 th Hour 1:20-2:50	US Government
Hybrid Hour 2:55-3:45	Freshman Seminar		Hybrid Hour 2:55-3:45	Math Lab

Attachment Q

Policy for Students with Disabilities

Identifying Struggling Students and Special Education Needs

Phoenix Early College Charter School will utilize the Three Tier Response to Intervention (RTI) academic and behavioural support process to help students achieve at their highest possible level. Students will be base-line tested during the first week of school to determine in which cohort they will be placed. Once students have been tested, their results will help PECCS determine what classes best serve the student and to get appropriate assistance for the student and staff. Additionally, every student's special education needs will be identified and addressed.

SERVING SPECIALIZED POPULATIONS

Special Education

By fostering a healthy culture that promotes safety, security, strong relationships, and a sense of belonging, Phoenix Early College Charter School will create one of the most critical components for providing a framework to support students with at-risk characteristics. Within this type of environment, students will feel secure in approaching faculty and support staff for assistance. At PECCS, meeting the social and emotional needs of all students is of equal value to addressing academic needs.

Phoenix Early College Charter School believes that learning is a reasonable result when students are engaged in active, meaningful, goal-directed, cognitive initiatives; where administrators, teachers and students work together as partners in the learning environment. In such an environment and with such a curriculum, students with special educational needs, such as those categorized through Special Education, will be welcomed in the classroom, and the delivery of their special services coordinated with inclusion. In PECCS, every student's special educational needs will be identified and addressed in accordance with federal and state laws and regulations as well as the individual students' Individualized Education Plan (IEP).

PECCS staff and administrator will cooperate fully with all specified Special Education mandates and services. PECCS will ensure that all regular classroom teacher are knowledgeable about individual students identified with disabilities and will work collaboratively with the special education staff in implementing any modifications or accommodations as delineated in the student's IEP. Every teacher of a student with a disability will be provided a copy of the student's accommodations.

Students with disabilities will have equal opportunity with students in regular education to participate in, and where appropriate, receive credit for non-academic, extracurricular and ancillary programs, services and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Programs, services and activities will include, but not be limited to counseling, art and music, transportation, field trips, physical education, and other school-sponsored activities.

A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each PECCS student, including those with Special Education needs. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system.

Using the technology of iSTEOP LLC's "System to Enhance Educational Performance" (STEOP),

students will be placed in cohorts using Response To Intervention (RTI) tiers. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers. (It is important to note that RTI within a three-tier intervention model is also part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.)

Response to Intervention (RTI) is the practice of providing: 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions. This means using differentiated curriculum-based instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

RTI is part of a systematic problem solving process used to organize resources in order to provide assistance in direct proportion to student needs. This process is typically depicted as a three-tier model that utilizes increasingly more intense interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and short-term interventions are provided *in addition to core instruction* to those students who display poor response to the Tier 1 group instruction procedures. Tier 3 consists of intensive and short-term interventions provided *in addition to core instruction and Tier 2 interventions* to increase an individual student's rate of progress. Students who do not display meaningful progress in response to Tier 2 interventions or those that display progress but continue to need supports would be considered for more intensive interventions at Tier 3.

Within each of the three tiers, school teams use a problem-solving process to:

1. Define the problem by determining the gap between the student's current performance and the expected level of performance.
2. Analyze the problem using available data to determine why the gap is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
4. Use progress monitoring data to evaluate the effectiveness of the intervention plan.

The three-tier model provides progressively more intensive interventions and supports, coupled with more frequent progress monitoring of student achievement in order to guide the educational planning of students.

All upper class students, including those with Special Education needs, will have access to the Copiah-Lincoln Community College Disability Support Services department.

Co-Lin Community College is committed to providing accommodations to students with disabilities. Each individual has a basic right to an education in accordance with his or her aspirations, talents, and skills. Support services ensure students with disabilities an equal opportunity to participate fully in the total college experience. The College offers support and accommodations to students with documented disabilities by providing advisement, counseling, adaptive equipment and materials, instructional aids, tutors, note-takers, interpreters, and testing accommodations, as well as many individualized services.

Phoenix Early College Charter School will be responsible to make sure that all Special Education paperwork is accounted for, and the instructors are notified of the accommodations necessary. PECCS will have the ability to determine what level of accommodations the student needs and whether or not the PECCS could provide the necessary level of accommodations. If PECCS cannot provide the

accommodation, the student is advised that a particular accommodation is not available. Once a student has applied as dual-credit, they would be eligible to apply for accommodations on the postsecondary level. College faculty will always get notification with regard to the PECCS students. PECCS will advise students to a career choice that would work with their level of abilities.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards, will be given to the student's parents. Parents will be informed of these policies in the parent/student handbook, the school website, the school newsletter, and in individual meetings with parents and their child.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, the student will be disciplined in accordance with those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. A student's family may elect to appeal a decision by the Principal to the Board of Directors. In all events of expulsion, the Principal will work in conjunction with the family to find the best possible alternative setting.

PECCS will include professional development activities that will help teachers serve students with disabilities in the least restrictive environment.

Attachment R

School Policy for Fees and Hardship Waivers

FINANCIAL HARDSHIP WAIVER OF FEES

The Phoenix Community Development Foundation Board shall be authorized to charge reasonable fees, but not more than the actual cost for the following:

Supplemental instructional materials and supplies, excluding textbooks; materials and supplies related to a valid curriculum educational objective, including transportation; and extracurricular activities and any other educational activities of school which are not designated as valid curriculum educational objectives, such as band trips and athletic events.

Any family who qualifies for the National School Lunch Program, as created by the Richard B. Russell National School Lunch Program Act (42 USCS Section 1751 et seq.), shall receive a financial hardship waiver pursuant to Section 37-7-335 of the Mississippi Code Annotated.

Attachment S

Performance Framework

Academic Goals:

- a. student academic proficiency (for all major content areas)

Students will show proficiency in major content areas by scoring a minimum of 18 on the ACT test. It is our goal that 75% of our students achieve this goal by the end of their sophomore year and 95% of our students achieve this goal by graduation.

- b. student academic growth (for all major content areas)

Students will show academic growth in all major content areas by advancing through the curriculum map for each subject and finishing with 95% of our students scoring over 18 on ACT. Student growth will be monitored with ISTEPP benchmark testing, A+ anywhere mastery, and ACT progress from spring of freshman year to spring of Sophomore year.

- c. achievement gaps in (major content areas)

Students will show achievement gap improvement in all major content areas by proving grade level equivalency by the end of their junior year at 100%. The program is shaped to accomplish this very goal with student's ILPs being constantly updated and danger areas getting major attention consistently.

- d. attendance

PECCS students will have at least a 95% attendance rate.

- e. recurrent enrollment from year to year

PECCS will retain 95% of attending students

- f. in-school suspension rates (if applicable)

- g. out-of-school suspension rates (if applicable)

- h. expulsion rates

It is the goal of PECCS to have a 0% expulsion rate. We will work very diligently with students and parents to be proactive with discipline and attempt to keep students aware of the major offenses that could cause expulsion.

- i. post-secondary readiness (for high schools) that will include the percentage of graduates:

Because of the format of PECCS, it is our goal that 100% of our students will graduate

from High School and show college readiness with an average score of 23 on the ACT college entry exam.

a. Submitting applications to post-secondary institutions

100% of PECCS students will submit applications to post-secondary institutions as part of the Early College High School model. Every junior and senior will be considered at least a part time student at Co-Lin Community College.

b. High school completion

100% of PECCS students will graduate with a high school diploma.

c. Postsecondary admission

It is the goal of PECCS that 100% of our students finish the program with some college credit and a pathway to continue their education at Co-Lin Community College or a college of their choice.

d. & e. Postsecondary enrollment and/ or postsecondary employment

It is the goal of PECCS that students who choose the pathway of technical skills certification will have job search success. Using the resources of both Co-Lin Community College job placement department and internships set up during the high school experience, we believe relationships will be fostered with local employers to be looking for PECCS grads for job opportunities.

Governance Goals:

f. financial performance

PECCS has a sustainable financial plans and policies to help ensure a successful program of a long period of time. PECCS will budget conservatively and, in year four, begin to fund a long term facility plan. PECCS will have a Reserve Policy that enables it to address opportunities and challenges in the first few years of operation. PECCS will comply with all local, state, federal requirements regarding the financial management of the school. This will be done, partially, by having an annual compliance checklist that is all inclusive. PECCS will be assisted in this effort by Charter Pros. Charter Pros was developed out of Robertson Charter School in Decatur, Illinois. Robertson Charter School is in its thirteenth year of operation and is a model that many schools around the country pattern after. The PECCS board of directors will make a policy decisions, including approval of all budgets. The board will review all monthly financial reports, as well as check registers for all accounts. Two signatures will be required for all checks – one board member and the principal. Neither the principal nor the signing board member will collect or deposit money. A monthly reconciliation will be performed by an outside accounting firm for all accounts. An annual independent audit will be performed by an outside accounting firm. This audit will be reviewed and approved by the board. PECCS will provide the local district with both quarterly financial reports and a copy of the annual audit.

g. sustainability

PECCS will be sustainable because of its fiscal management, conservative budgeting, and overall financial plan. This plan includes a Reserves Policy that will fund a reserve (over time) to take advantage of opportunities, cover emergencies, and cover such things as depreciation. The financial plan of the school will be reviewed on a regular basis and updated as needed.

h. board performance

The board of directors for PECCS will reflect a broad spectrum of the community. These will include financial, business, education, and community persons. The board will be properly orientated and continuously trained. The training will be provided by outside service providers, as well as attendance at state and national charter school conferences.

i. stewardship (including compliance with all applicable laws, regulations and terms of the charter contract)

See “f. Financial Performance” above.

- i. stewardship (including compliance with all applicable laws, regulations and terms of the charter contract)

All data concerning student populations must be disaggregated by major student subgroups (gender, race, poverty status, special education status, ELL status, and gifted).

Attachment T

Staff Development Scope and Sequence Phoenix Early College Charter School

Year 0

Spring

Principal

Visit Greenboro (NC) to visit 4 Early College Charter Schools
Charter Pros Session - Staffing & Leadership

Summer

Principal

Staff

MCNC (Middle College National Consortium) Summer Institute
August Staff Retreat: CPR, Character and Leadership as a culture, Importance of school culture
Charter Pros - Understanding Block 4 hybrid scheduling
Software implementation: ISTEOP, Powerschools, and A+ Anywhere

Year 1

Fall

Principal

Staff

Principal lead: Maintaining Individual Learning Plans
MCNC Customized Coaching: Data driven decision making (2 days)
ACT Preparation software

Spring

Staff

Principal

MASA Leadership Conference
Principal Lead: Tutoring with Purpose
Charter Pros Session: Preparing students for College (2 days)

Summer

Principal

Staff

MCNC (Middle College National Consortium) Summer Institute
August Staff Retreat: Interdisciplinary units, Importance of School Culture,

maximizing Learning Time
Charter Pros - Teaching that Changes Minds
Software review and implementation: ISTEOP, Powerschools, and A+Anywhere

Year 2

Fall

Principal

Staff

Principal lead: Dealing with Difficult Parents
MCNC Customized Coaching: Project-based learning (2 days)
Charter Pros - Maximizing technology with High school students

Spring

Staff

Principal

MASA Leadership Conference
Principal Lead: Common Core Updates and Expectations
Principal Lead: Organizing Curriculum for Effectiveness

Summer

Principal

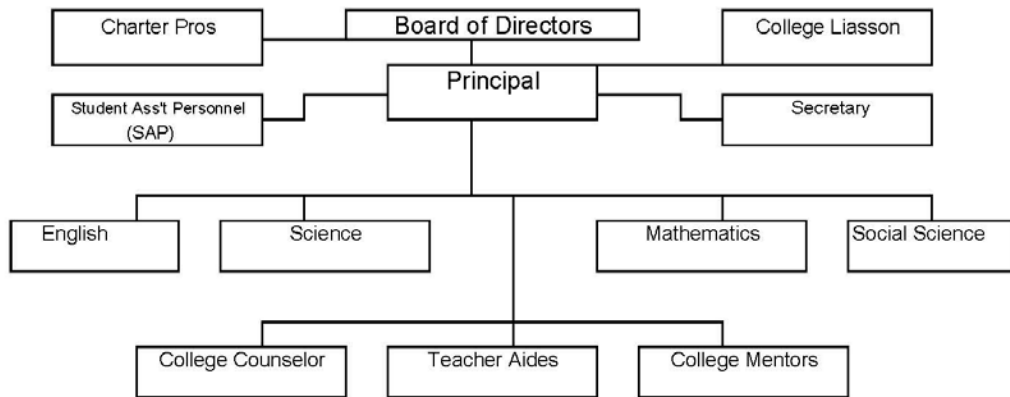
Staff

MCNC (Middle College National Consortium) Summer Institute
August Staff Retreat: CPR, Character and Leadership as a culture, Importance of School Culture
Charter Pros - The mindset of a 16-year-old college student: developing the ECCS student
Software implementation: ISTEOP, Powerschools, and A+ Anywhere

Attachment U

Organizational chart with lines of authority for governing board

**Phoenix Early College Charter School
Organizational Chart**



Attachment V

Completed Board Member Questionnaires

See below

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of charter school	Phoenix Early College Charter School
Your name	Walber Husbun
Home address	
City/State/Zip	Fayette, MS 39069
Telephone	
Email	whu1001217@yahoo.com
Employer Address	
Employer City/State/Zip	

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? ☐ Yes. ☒ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☒ BA or BS Degree ☐ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service <input checked="" type="checkbox"/>	Education	Finance	Fundraising	Law
Management <input checked="" type="checkbox"/>	Marketing	Parental Involvement	Personnel <input checked="" type="checkbox"/>	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☐ Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?
☐ Yes. ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☒ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☒ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ☐ Yes. ☒ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☒ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☒ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☒ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☒ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner?

☐ Yes.

☒ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?
The mission of the school is to provide an alternative path for educational achievement and skill mastery for students in the 9th through 12th Grades.
2. What is your understanding of the school's proposed educational program?
The educational program proposed by the school will provide students with an opportunity to gain college credits and workforce skills.
3. What do you believe to be the characteristics of a successful school?
A successful school must (1) Foster a sense of learning and achievement (2) Administrators, students & teachers must all strive for the same goal.

Governance:

1. Why do you wish to serve on the board?
I am very concerned about the state of education in this community. I want to be a part of the solution to the problem of education.
2. What is your understanding of the appropriate role of a public charter school board member?
A board member of a public charter school must be dedicated to ensuring that the school is operated in a proficient manner to provide optimum educational advantage to the community.
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on a number of appointed boards and I am familiar with board leadership requirements.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
The Phoenix Early College Charter School will have a long waiting list of students after the first year. The students attending will enjoy noted educational achievement rates and the school will have the necessary financial resources for program and capital expansion.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board must be aware of all situations regarding school operations, student performance, and instructor compartment. The board must be totally involved.
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?
I would immediately alert the board and request that the board request their resignations.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Walter Huston

Board Member's Signature

3/7/2014

Date

Walter Huston

03/07/2014

Board Member's Typed Name

Date

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of charter school	Phoenix Early College Charter School
Your name	Volley Davis
Home address	
City/State/Zip	Fayette, MS 39069
Telephone	
Email	davis.volley@yahoo.com
Employer Address	P.O. Box 520 Fayette, MS 39069
Employer City/State/Zip	Fayette, MS 39061

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? ☐ Yes. ☒ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☐ BA or BS Degree ☒ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service ✓	Education ✓	Finance ✓	Fundraising	Law
Management ✓	Marketing	Parental Involvement	Personnel	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☐ Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?
☐ Yes. ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☒ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☒ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ☐ Yes. ☒ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☒ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☒ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☒ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☒ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner?

☐ Yes.

☒ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?
To provide education opportunities for low income student for education choices
2. What is your understanding of the school's proposed educational program?
To provide dual credit to obtain a high school diploma and college credit and or a certification in some skill
3. What do you believe to be the characteristics of a successful school?
To prepare student to be productive citizen and complete high school.

Governance:

1. Why do you wish to serve on the board?
To be able to help the citizen of community have a voice in our children development.
2. What is your understanding of the appropriate role of a public charter school board member?
To provide leadership to ensure the school operate proper.
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served serviced on Community Health Center board, legal service and others.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
School will be fully enrolled with student and a waiting list of new enrollee. We will provide high level of education to advance career + increase financial resources.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To be aware of all school operations, finance + budget, curriculum and day to day operation.
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?
Make board aware of situation and correct ethical violation

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Volley Davis

Board Member's Signature

3-6-14

Date

Volley Davis

Board Member's Typed Name

03/06/14

Date

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of charter school	Phoenix Early College Charter School
Your name	Iretha Beyah
Home address	
City/State/Zip	Natchez MS 39120
Telephone	
Email	iretha3b@yahoo.com
Employer Address	1005 Main Street, Suite B / P.O. Box 530 Fayette MS 39069
Employer City/State/Zip	Fayette MS 39069

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? ☐ Yes. ☒ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☒ BA or BS Degree ☐ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service ✓	Education ✓	Finance ✓	Fundraising ✓	Law
Management ✓	Marketing	Parental Involvement	Personnel	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☐ Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?
☐ Yes. ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☒ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☒ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ☐ Yes. ☒ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☒ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☒ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☒ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☒ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner?

☐ Yes.

☒ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?
To provide an early college experience while obtaining college credits while in high school. Also get an certification in a specified skill training.
2. What is your understanding of the school's proposed educational program?
To provide college credits in their early ages as well as a skill certificate.
3. What do you believe to be the characteristics of a successful school?
A well rounded student - Academically and socially producing and effective

Governance:

1. Why do you wish to serve on the board?
I want to do what I can to help students help be a part of the solution
2. What is your understanding of the appropriate role of a public charter school board member?
To lead and provide guidance. To ensure all involve in the process do their jobs.
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have been materially involved in the startup of a charter school in St. Louis, MO. Charter school was approved. I am familiar with all aspects of a charter school.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
School will have full enrollment in first year with a waiting list. This will be for all years. High level of academic success - (A productive child graduating with college credits and skill certificate. Financially the school will be viable - operating on budget by the fourth year a surplus)
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Adherence to letter of the charter school law, charter school application, and hold agreements made to parents, students and community to high standards. Follow through
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?
They would be released of their duties.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Iretha Beyah

3-8-14

Board Member's Signature

Date

Iretha Beyah

03/08/2014

Board Member's Typed Name

Date

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of charter school	Phoenix Early College Charter School
Your name	Jerolyn Banks
Home address	
City/State/Zip	McComb, MS 39648
Telephone	
Email	lifeappsforfamilies@aol.com
Employer Address	P.O.Box 2481
Employer City/State/Zip	McComb, MS 39649

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? ☐ Yes. ☒ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☐ BA or BS Degree ☒ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
Management	Marketing	Parental Involvement	Personnel	Public Relations
		X		

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☐ Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?
☐ Yes. ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☒ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☒ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School?
☐ Yes. ☒ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☒ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☒ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☒ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☒ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner? ☐ Yes. ☒ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs? The school's mission is to provide comprehensive quality college education that builds character, leadership and employability
2. What is your understanding of the school's proposed educational program? The charter school will target a diverse population of students addressing four main themes. The school will target a population commonly underrepresented in higher learning institutions. 300 students are projected to be enrolled in the school within 4 years.
3. What do you believe to be the characteristics of a successful school? A school that is operated by a well educated and experienced team of administrators driven to meet the educational needs of the underserved.

Governance:

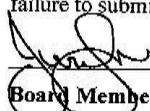
1. Why do you wish to serve on the board? I wish to serve on the board because I support the need for this opportunity to meet the educational needs of adolescents and young adults in our communities.
2. What is your understanding of the appropriate role of a public charter school board member? To assist the board in carrying out the school's mission and to help the board maintain a level of integrity and professional ethics.
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Although I have never served on a charter school board, it is anticipated that my knowledge and experience as an LCSW in private practice would allow me to contribute to the overall success to the school.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components. Based on the school's projected forecast, it is anticipated to educate up to 75 children in year 1 and increase its population by enrolling 75 additional students each year until it reaches its maximum of 300 students by year 4.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The school must continue to utilize educational consultants with extensive experience implementing successful charter schools. An experienced administrative team will also be paramount. Maintaining a strong connection with the communities served will also help determine the school's success.
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school? Depending on the severity of the ethical dilemma will determine how it is handled. As a professional licensed by a professional board, it would be just as unethical for me to allow questionable behavior to go unresolved.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

 Jerolyn Banks
Board Member's Signature

9 March 2014
Date

Jerolyn Banks
Board Member's Typed Name

9-March 2014
Date

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

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Contact Information

Name of charter school	Phoenix Early College Charter School
Your name	Claudine S. Middleton
Home address	
City/State/Zip	Fayette MS 39069
Telephone	
Email	Ces.Middleton@gmail.com
Employer Address	N/A
Employer City/State/Zip	N/A

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? ☐ Yes. ☒ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☐ BA or BS Degree ☒ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Management	Marketing	Parental Involvement	Personnel	Public Relations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☒ Yes. ☐ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?

☐ Yes. ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☐ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☒ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☒ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ☐ Yes. ☒ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☒ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☒ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☒ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☒ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner?

☐ Yes.

☒ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs? *To provide education to low income student to achieve high school diploma with two year college credit or vocational certification*
2. What is your understanding of the school's proposed educational program? *To enroll 9-12 grader to enable students to be productive citizen and career ready upon graduation*
3. What do you believe to be the characteristics of a successful school?

Public Charter, organization

Governance:

1. Why do you wish to serve on the board?
To ensure the school is in the best interest of the community
2. What is your understanding of the appropriate role of a public charter school board member? *To advise and ensure the school is operating by policies.*
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
None
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components. *The school will have full enrollment and waiting list for each grade with need to increase school population*
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
*- Follow the policy and procedure
- Seek advice from the community*
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?
Follow the policy and procedure

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

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Claudine Middleton 3/8-14

Board Member's Signature

Date

Claudine Middleton

03/08/14

Claudine Middleton

Board Member's Typed Name

Date

STATE OF MISSISSIPPI

MISSISSIPPI STATE DEPARTMENT OF HEALTH VITAL RECORDS



GDS-2124813-1-2



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ANY ALTERATION OR ERASURE VOIDS THIS CERTIFICATE

ANY ALTERATION OR ERASURE VOIDS THIS CERTIFICATE

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Wendy

THIS IS TO CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT COPY OF THE CERTIFICATE ON FILE IN THIS OFFICE



FILE NAME: 195801853700
DATE ISSUED: MARCH 21, 2014

Judy Moulder
Judy Moulder
STATE REGISTRAR



WARNING: A REPRODUCTION OF THIS DOCUMENT RENDERS IT VOID AND INVALID. DO NOT ACCEPT UNLESS EMBOSSED SEAL OF THE MISSISSIPPI STATE BOARD OF HEALTH IS PRESENT. IT IS ILLEGAL TO ALTER OR COUNTERFEIT THIS DOCUMENT.

VERIFY PRESENCE OF WATERMARK HOLD TO LIGHT TO VIEW

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER. THIS IS WATERMARKED PAPER. DO NOT ACCEPT WITHOUT FIRST HOLDING TO LIGHT TO VERIFY WATERMARK.

STATE OF MISSISSIPPI

MISSISSIPPI STATE DEPARTMENT OF HEALTH VITAL RECORDS



THIS IS TO CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT COPY OF THE CERTIFICATE ON FILE IN THIS OFFICE

F. E. Thompson Jr. MD

F. E. Thompson, Jr., M.D., M.P.H.
STATE HEALTH OFFICER

Nita Cox Gunter

Nita Cox Gunter
STATE REGISTRAR

JUN 12 2000

WARNING:

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STATE OF MISSISSIPPI

MISSISSIPPI STATE DEPARTMENT OF HEALTH VITAL RECORDS



IWS-2124811-1-1



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ANY ALTERATION OR ERASURE VOIDS THIS CERTIFICATE

ANY ALTERATION OR ERASURE VOIDS THIS CERTIFICATE

THIS IS TO CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT COPY OF THE CERTIFICATE ON FILE IN THIS OFFICE

FILE NAME: 196203895800
DATE ISSUED: MARCH 21, 2014

Judy Moulder
Judy Moulder
STATE REGISTRAR



WARNING: A REPRODUCTION OF THIS DOCUMENT RENDERS IT VOID AND INVALID. DO NOT ACCEPT UNLESS EMBOSSED SEAL OF THE MISSISSIPPI STATE BOARD OF HEALTH IS PRESENT. IT IS ILLEGAL TO ALTER OR COUNTERFEIT THIS DOCUMENT.

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I certify that the photocopy on the reverse side is a true copy of the original record filed in the Vital Records Section, State Center for Health Statistics, North Carolina Department of Environment, Health, and Natural Resources.

Date Issued 12-31-97

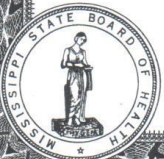
A. Toney
State Registrar

STATE OF MISSISSIPPI


**MISSISSIPPI STATE BOARD
OF HEALTH**

**OFFICE OF PUBLIC HEALTH STATISTICS
VITAL RECORDS**

This is a true copy of facts on the birth certificate filed in this office and
is issued under the authority of Mississippi Code of 1972, Section 41-57-9.



Alton B. Cobb, M.D.
ALTON B. COBB, M.D.
STATE HEALTH OFFICER



David Lohrisch
DAVID LOHRISCH
STATE REGISTRAR

American Bank Note Co. **CERTIFICATION OF BIRTH**

Received the sum of:

\$5.00 in cash

Thank you,
JUDY LEE
Vital Records

Attachment W

Articles of Incorporation

See below

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333
Articles of Incorporation

The undersigned, pursuant to Section 79-4-2.02 (if a profit corporation) or Section 79-11-137 (if a nonprofit corporation) of the Mississippi Code of 1972, hereby executes the following document and sets forth:

1. Type of Corporation

⇒ ☐ Profit ☒ Nonprofit

2. Name of the Corporation

⇒ PHOENIX PROJECT: COMMUNITY DEVELOPMENT FOUNDATION

3. The future effective date is
(Complete if applicable)

⇒ 4. FOR NONPROFITS ONLY: The period of duration is ☐ years or ☒ perpetual

5. FOR PROFITS ONLY: The Number (and Classes) if any of shares the corporation is authorized to issue is (are) as follows

Classes	# of Shares Authorized	If more than one (1) class of shares is authorized, the preferences, limitations, and relative rights of each class are as follows:
<input type="checkbox"/>	<input type="checkbox"/>	(See Attached)
<input type="checkbox"/>	<input type="checkbox"/>	

6. Name and Street Address of the Registered Agent and Registered Office is

⇒ Name KENNIE E. MIDDLETON

⇒ Physical Address

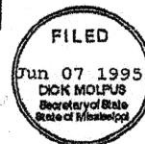
⇒ P.O. Box 10

⇒ City, State, ZIP5, ZIP4 FAYETTE MS 39069 -

7. The name and complete address of each incorporator are as follows

⇒ Name WALTER HUSTON

⇒ Street P.O. BOX 696




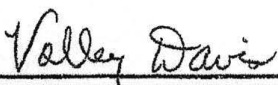
This page conforms with the duplicate original filed with the Secretary of State.

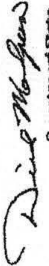
Dick Molpus
Secretary of State

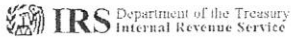
OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333
Articles of Incorporation

⇒ City, State, ZIP5, ZIP4	FAYETTE	MS	39069 -
⇒ Name	VOLLEY DAVIS		
⇒ Street	P.O. BOX 520		
⇒ City, State, ZIP5, ZIP4	FAYETTE	MS	39069 -
⇒ Name			
⇒ Street			
⇒ City, State, ZIP5, ZIP4			-
⇒ Name			
⇒ Street			
⇒ City, State, ZIP5, ZIP4			-
⇒ 8. Other Provisions	<input type="checkbox"/>	See Attached	

9. Incorporators' Signatures (please keep writing within blocks)

This page conforms with the duplicate
original filed with the Secretary of State.
Secretary of State



OGDEN UT 84201-0038

In reply refer to: 0438058212
Oct. 14, 2011 LTR 4168C 0
64-0855722 000000 00

00027292

BODC: TE

PHOENIX PROJECT COMMUNITY
DEVELOPMENT FOUNDATION
% WALTER HUSTON
PO BOX 696
FAYETTE MS 39069-0696



005156

Employer Identification Number:

Person to Contact: Shannon North

Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Oct. 04, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(03) of the Internal Revenue Code in a determination letter issued in March 1998.

Our records also indicate that you are a private non-operating foundation described under section 509(a) of the Code.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.


Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0438058212
Oct. 14, 2011 LTR 4168C 0
64-0855722 000000 00
00027293

PHOENIX PROJECT COMMUNITY
DEVELOPMENT FOUNDATION
% WALTER HUSTON
PO BOX 696
FAYETTE MS 39069-0696

If you have any questions, please call us at the telephone number
shown in the heading of this letter.

Sincerely yours,



Sharon Davies
Accounts Management I

Attachment X

Fundraising Plan and Evidence

Phoenix Early College Charter School will be established by Phoenix Community Development Foundation, Inc., a Mississippi not-for-profit organization. Phoenix Community Development Foundation, Inc. holds Internal Revenue Service designation as a 501(c)(3) tax exempt organization and was approved on March 10, 1998 and is in good standing.

As an established tax-exempt not-for-profit foundation, Phoenix Community Development Foundation has an excellent track record of fund raising and development. As the charter school project is the Foundation's largest initiative to date, Phoenix will develop a specific strategic fundraising plan for this program. The Board of Directors of the Phoenix Community Development Foundation have elected to use the model resources of "Creating a Charter School Fundraising Program from Scratch – A Board Training for New Schools for New Orleans" by Marci Cornell-Feist (Meetinghouse Solutions 2006 – New Schools for New Orleans) as its template for that plan.

The PECCS Board anticipates soliciting a commission-based, independently contracted development person (or firm) to assist in its fundraising efforts. The fundraising plans include foundation grants, corporate sponsorships, parent fundraisers, and student fundraisers.

Robertson Charter School of Decatur (IL) and its consulting partners Charter Pros have a 13 year track record of successful fundraising and are providing their expertise in advising the Board of Directors in our fundraising efforts.

Solicitations to area churches, businesses and banks supportive of Phoenix Community Development Foundation have already begun.

Attachment Y

Financial Policies

Phoenix Early College Charter School believes that the best way to ensure its financial success is to minimize “receipts” planning and maximize “expenditures” planning. This actuarially conservative technique allows the school to be prepared for financial surprises.

One of the goals of this business plan is to prepare a framework by which the Phoenix Early College Charter School can be self-sustaining with respect to recurring annual costs. In order to achieve this goal, the Phoenix Early College Charter School is executing a conservative fiscal policy that aims at developing numerous sources of income (private and public) and an overall spending policy of restraint and caution.

Phoenix Early College Charter School is an important economic enhancement to the region. Area businesses and corporations are concerned for the educational readiness of the region’s workforce. Verbal support has been offered for this concept by area companies and institutions. Their financial support will be solicited in this endeavor.

Philanthropic funds will be used in the facilities expansion plans for the construction of new campus buildings. Those buildings will be equipped with state-of-the-art technology to prepare our students for the economic world of the twenty-first century.

We anticipate that these same corporate sponsors will participate with Phoenix Early College High School in providing job-shadowing, work-place internships, and other professional development opportunities for students and staff alike.

Open lines of communication will be maintained with active and potential philanthropic supporters. Officials of these entities may be solicited for seats on the Phoenix Early College Charter School board of directors.

PECCS has sustainable financial plans and policies to help ensure a successful program of a long period of time. PECCS will budget conservatively and, in year four, begin to fund a long term facility plan. PECCS will have a Reserve Policy that enables it to address opportunities and challenges in the first few years of operation. PECCS will comply with all local, state, federal requirements regarding the financial management of the school. This will be done, partially, by having an annual compliance checklist that is all inclusive. PECCS will be assisted in this effort by Charter Pros. Charter Pros was developed out of Robertson Charter School in Decatur, Illinois. Robertson Charter School is in its thirteenth year of operation and is a model that many schools around the country pattern after. The PECCS board of directors will make policy decisions, including approval of all budgets. The board will review all monthly financial reports, as well as check registers for all accounts. Two signatures will be required for all checks – one board member and the principal. Neither the principal nor the signing board member will collect or deposit money. A monthly reconciliation will be performed by an outside accounting firm for all accounts. An annual independent audit will be performed by an outside accounting firm. This audit will be reviewed and approved by the board. PECCS will provide the local district with both quarterly financial reports and a copy of the annual audit.

PECCS will be sustainable because of its fiscal management, conservative budgeting, and overall financial plan. This plan includes a Reserves Policy that will fund a reserve (over time) to take advantage of opportunities, cover emergencies, and cover such things as depreciation. The financial plan of the school will be reviewed on a regular basis and updated as needed.

Attachment Z

Petition for Conversion

Not Applicable

Phoenix Early College Charter School is not a conversion project.

Attachment AA

Education Service Provider background information

Not Applicable

Phoenix Early College Charter School is established by Phoenix Community Development Foundation, Inc., a not-for-profit corporation, duly registered in the State of Mississippi and recognized by the Internal Revenue Service as a tax-exempt 501(c)3 organization. The Board of Directors of Phoenix Community Development Foundation, Inc. will establish policy for Phoenix Early College Charter School. The board of directors will also be responsible for insuring that established policy is executed appropriately and efficiently.

Phoenix Community Development Foundation, Inc. will not contract with an Educational Service Provider for the management of Phoenix Early College Charter School. The Phoenix Foundation will retain all rights and responsibilities of the operation, oversight and management of the charter school.

Attachment BB

Education service provider contract information

Not Applicable

Phoenix Early College Charter School is established by Phoenix Community Development Foundation, Inc., a not-for-profit corporation, duly registered in the State of Mississippi and recognized by the Internal Revenue Service as a tax-exempt 501(c)3 organization. The board of directors of Phoenix Community Development Foundation, Inc. will establish policy for Phoenix Early College Charter School. The board of directors will also be responsible for insuring that established policy is executed appropriately and efficiently.

Phoenix Community Development Foundation, Inc. will not contract with an Educational Service Provider for the management of Phoenix Early College Charter School. The Phoenix Foundation will retain all rights and responsibilities of the operation, oversight and management of the charter school.

Attachment CC

Evidence for Applicants with Schools Currently Open

Not Applicable

Phoenix Community Development Foundation has no school currently open.

[illegible]

* Surplus will cover Depreciation, etc.

Phoenix Early College Charter School 1st Year Annual Operating Budget

		Comments and Underlying Assumptions
Major Assumptions:		
Number of students	75	Assumes 9-12, twelve classes - 75 students per grade (9th only for 1st year)
Student:teacher ratio	25:1	
Number of teachers	3	
Number of instructional aides	1	
Facility square footage	6,000	Assumes 80 square feet per student
Average teacher salary	\$ 40,000	
Average instructional aide salary	\$ 19,425	
Base State and Local Aid/Student	\$ 5,055	
State Categorical Funding/Student	\$ 253	
Federal Categorical Funding/Student	\$ 495	
Transportation Funding	\$ 700	Assumes \$700 per student for 90% of ADA
REVENUES / INFLOWS		
Base state and local aid	\$ 379,125	
State categorical funding	18,975	
Federal categorical funding	37,125	
Breakfast & lunch funding	47,250	Assumes \$3.50/student * 180 days
Transportation	47,250	
Grants and fundraising	100,000	
Total Revenues / Inflows	\$ 629,725	
EXPENDITURES / OUTFLOWS		
Salaries		
Administrators	\$ 65,000	Principal only
Teachers	120,000	Assumes 3 teachers year one @ \$40,000 each (4 add'l in yr 2)
Student assistance personnel	19,425	1 full-time year one (\$14/hr x 7.5 hrs/day x 185 days)
Secretary	26,880	1 full-time year one (\$14/hr x 40 hrs/week x 48 weeks)
Office Manager	0	Back office provided by outside provider
Benefits		
Retirement	-	Assumes normal participation in PERS (paid by employee and state)
Health	32,400	Assumes \$450/month per employee
FICA	3,934	Assumes Medicare at 1.45% of salaries
Other	6,783	Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs
Books and Supplies		
Textbooks and instructional materials	22,500	Assumes \$300 per student
Other books	2,500	
Software	7,500	Assumes 75 computers at \$100 each
Classroom paper and supplies	7,500	Assumes \$100 per student
Office supplies	3,600	Assumes \$300/month
Janitorial supplies	3,600	Assumes \$300/month
Services and Contracts		
Custodial	0	Assumes no custodial cost in the first few years (included in lease)
Bookkeeping & Audit	10,000	Assumes \$10,000 for first year audit
Legal	5,000	Assumes \$3,000 retainer, \$2,000 reserve
Liability & property insurance	20,000	
Waste disposal	2,400	
Student testing & assessment	5,625	Assumes \$75 per student
Staff development	7,500	Assumes \$1,500/teacher plus administrator
Special education consultant	40,000	
Travel & conferences	4,165	Assumes \$833 per teacher/administrators
Internet service provider	3,000	Assumes \$250/month
Postage	2,400	Assumes \$200/month
Copier lease	3,600	Assumes \$300/month
Transportation expenses	47,000	Includes reimbursements, bus tickets, service provider, etc.
Charter Consulting Services	43,523	
Food Service	47,250	Assumes \$630/student/yr
Facilities and Capital		
Rent/lease/mortgage	20,000	Assumes monthly triple net least at \$.25/square foot
Furnishings & equipment	7,500	Assumes \$100/student (plus \$10000 for initial office & school in 0 year)
Gas/electric	0	
Phone	3,600	Assumes \$300 per month
Security alarm	0	
Student computer equipment	15,000	Assumes \$300 per system x 75
Debt Service	0	
Total Expenditures / Outflows	\$ 609,184	
Surplus (Deficit)	\$ 20,541	
* Surplus will cover Depreciation, etc.		

Phoenix Early College Charter School Five-Year Revenue and Expenditure Projections

	Year	Year	Year	Year	Year	Year
Assumptions	0	1	2	3	4	5
Revenue Growth			0.0%	0.0%	0.0%	0.0%
State & local government price deflator (COLA)			2.0%	2.0%	2.0%	2.0%
Number of additional students			75	75	75	0
Number of additional teaching staff			4	1	0	0
REVENUES / INFLOWS						
Base state and local aid		\$ 379,125	\$ 732,975	\$ 1,061,550	\$ 1,415,400	\$ 1,415,400
State categorical funding		18,975	\$ 36,685	\$ 54,395	\$ 70,840	\$ 70,840
Federal categorical funding		37,125	\$ 71,775	\$ 106,425	\$ 138,600	\$ 138,600
Breakfast and lunch funding		47,250	\$ 91,350	\$ 132,300	\$ 176,400	\$ 176,400
Transportation funding		47,250	\$ 94,500	\$ 132,300	\$ 176,400	\$ 176,400
Grants and fundraising	100,000	100,000	100,000	0	0	0
Short term borrowing	-	0	0	0	0	0
Total Revenues / Inflows	\$ 100,000	\$ 629,725	\$ 1,127,285	\$ 1,486,970	\$ 1,977,640	\$ 1,977,640
EXPENDITURES / OUTFLOWS						
Salaries						
Administrators	35,000	\$ 65,000	\$ 68,000	\$ 72,000	\$ 76,000	\$ 80,000
Guidance Counselor		\$ -	\$ -	\$ 50,000	\$ 51,000	\$ 52,020
Teachers		120,000	282,400	288,048	293,809	299,685
Student assistance personnel		19,425	38,850	39,627	60,420	61,628
Secretary	\$ 10,000	26,880	29,376	29,964	30,563	31,174
Office Manager	\$ -	0	0	0	0	0
Benefits						
Retirement	0.0	0	0	0	0	0
Health	5,400	32,400	59,400	71,874	79,057	83,010
FICA	653	3,934	\$ 6,070	\$ 6,955	\$ 7,421	\$ 7,605
Other	1,125	6,783	10,466	11,991	12,795	13,113
Books and Supplies						
Textbooks and instructional materials		22,500	43,500	23,500	40,000	40,800
Other books		2,500	3,000	3,500	4,000	4,080
Software	500	7,500	5,000	7,500	10,000	10,200
Classroom paper and supplies		7,500	15,000	18,000	22,000	22,440
Office supplies	1,800	3,600	4,800	5,500	7,000	7,140
Janitorial supplies	600	3,600	4,800	6,000	7,200	7,344
Services and Contracts						
Custodial		0	0	0	0	0
Bookkeeping & Audit		10,000	11,000	12,000	13,000	14,000
Legal	2,500	5,000	10,000	12,000	14,000	14,280
Liability & property insurance	5,000	20,000	30,000	35,000	40,000	40,800
Waste disposal		2,400	3,600	3,800	4,000	4,080
Student testing & assessment		5,625	10,875	12,750	14,250	14,535
Staff development	1,500	7,500	10,000	12,000	14,000	14,280
Special education consultant		40,000	40,800	41,616	42,448	43,297
Travel & conferences	3,500	4,165	7,500	7,500	7,500	7,650
Internet service provider	1,500	3,000	3,060	3,121	3,184	3,247
Postage	1,200	2,400	2,600	2,800	3,000	3,060
Copier lease	1,800	3,600	4,200	4,800	5,000	5,100
Tuition (11 & 12 grades @ \$70/credit hour x 30)		0	0	157,500	315,000	321,300
Transportation expenses		47,000	90,000	120,000	160,000	160,000
Charter Consulting		43,523	84,144	122,237	162,484	162,484
Food Service		47,250	91,350	135,450	176,400	181,692
Repairs/Maint.		0	0	0	0	0
Facilities and Capital						
Rent/lease/mortgage	5,000	20,000	40,000	45,000	50,000	51,000
Furnishings & equipment	10,000	7,500	10,000	10,000	10,000	10,000
Gas/electric		0	0	0	0	0
Phone	1,800	3,600	4,200	4,600	4,800	4,896
Security alarm		0	0	0	0	0
Student computer equipment		15,000	15,000	5,000	5,000	5,100
Debt Service		0	0	0	0	0
Facility Fund		0	0	0	100,000	100,000
Total Expenditures / Outflows	\$ 88,878	\$ 609,184	\$ 1,038,990	\$ 1,381,632	\$ 1,845,330	\$ 1,881,041
Surplus (Deficit)	\$ 11,123	\$ 20,541	\$ 88,295	\$ 105,338	\$ 132,310	\$ 96,599
* Revenue projections account for normal attrition						